



REMOTE EDUCATION AT NERROLS PRIMARY SCHOOL

This document outlines the remote education offer at Nerrols Primary School, the platforms that we are using and what to expect in the event of a Covid-19 lockdown or self-isolation period.

At Nerrols we know that our families' circumstances differ greatly. Families may be juggling home learning for more than one child, work commitments, care for younger children and numerous other factors. With this in mind, we have taken a flexible approach to our remote education provision with children and their families able to complete their learning at a time that suits their circumstances.

We also recognise that access to technology differs in each household. As such we offer a variety of online based, paper based and practical learning opportunities designed to suit everyone's needs.

We align our remote learning curriculum closely to our in-school curriculum provision. There are times when alternative approaches or slight adaptations may need to be taken in some subjects, for example, in PE it will not be possible to deliver team or competitive games, in such circumstances we aim to deliver other aspects of the PE curriculum and maintain take regular physical activity and develop skills through physical challenges.

We use a combination of approaches for our remote learning:

FRENCH



Key Stage Two children have access to the Language Angels Home School site. Through the site, children are able to access the teaching units at home which include a teaching PowerPoint, linked activities, songs and interactive games. The units are divided into three levels of challenge.

<https://www.languageangels.com/homeschool/>

PE



While the children are at home, they are encouraged to stay active and take regular physical exercise. Learning is adapted to provide opportunities for developing physical and mental wellbeing and enhancing key skills. A range of resources are used including those from Youth Trust Sport, Cosmic Yoga, Joe Wicks, Boogie Beebies, Disney 10 minute shakeups, SASP challenges and Association for Physical Education #ThisIsPe resources.

MUSIC



Music lessons are delivered through the Charanga YUMU online learning platform. The shared lessons contain the activities that the children complete in class, with options for accessing learning both with or without access to instruments.

<https://www.somersetonlinemusic.co.uk/site/log-in/>

PHONICS



At Nerrols, we follow the Letter and Sounds phonics programme. Filmed Letters and Sounds lessons deliver the taught element of the phonics session https://www.youtube.com/channel/UCP_FbjYUP_UtIdV_2K_-niWw and this is supplemented by phonics games and activities via

<https://www.phonicsplay.co.uk/>
username:jan21 password: home

WRITING

Class teachers plan writing lessons following the National Curriculum, using a context appropriate to the topic at the time. The children deconstruct quality texts, and learn to use language orally, before reading and analysing it, and then writing their own versions. The children's handwriting is developed in line with the Nerrols scheme of work.

Grammar and punctuation learning is supplemented by <https://www.bbc.co.uk/bitesize/> activities.

READING



The children each have a Bug Club log on through which they are allocated book banded books at their level to develop their decoding, fluency and comprehension skills. Alongside this, from Year 1 the children complete Twinkl 60 second reads to develop their comprehension skills further. Children should read to an adult daily and also enjoy sharing a book with an adult daily.

<https://www.activelearnprimary.co.uk/>

HISTORY

Class teachers plan history sessions following the classroom teaching sequence.

GEOGRAPHY

Class teachers plan geography sessions following the classroom teaching sequence.

ART

Class teachers plan art sessions following the classroom teaching sequence

MATHEMATICS



Learning in mathematics is delivered via video tutorials and teaching slides from White Rose Maths, Primary Stars and MyMaths. The children complete linked activities and interactive games, developing their fluency and confidence in solving problems across all areas of the maths curriculum. In the Early Years numeracy development is also supplemented by videos and activities linked to Numberblocks.

<https://www.mymaths.co.uk/>

PSHE



PSHE learning wherever possible follows the Jigsaw PSHE Scheme of work. As learning often involved a great deal of collaboration and discussion, learning is adapted to allow the children to engage with their wider family and to use the reflective skills they have been developing in Jigsaw classroom discussions to consider the questions from the Knowledge Organisers.

THRIVE



The children's social and emotional development and wellbeing needs are developed through providing a range of activities for children and their families to implement at home. Where children have individual plans, home plans are developed.

DT

Class teachers plan DT sessions following the classroom teaching sequence with some adaptations in relation to tools and equipment

RE

RE learning is planned by class teachers following the Somerset Locally Agreed Syllabus 'Awareness, Mystery and Value'.

SCIENCE

Class teachers plan Science sessions following the classroom teaching sequence with some adaptations in relation to tools and equipment

COMPUTING



Class teachers plan computing sessions following the classroom teaching sequence with some adaptations in relation to resources. Online resources such as Scratch, Blockly and the UK Safer Internet Centre supplement learning. <https://www.saferinternet.org.uk/safer-internet-day/2021>

ACCESSING THE REMOTE EDUCATION

Home learning is emailed to parents / carers weekly at the beginning of each week. Paper based packs are available from the school office and can be posted if the family is isolating.

TIME FOR REMOTE LEARNING

The government has set out the following expectations for the minimum amount of time for remote learning for each age group per day:

- Key Stage One: 3 hours a day on average, with less for younger children
- Key Stage Two: 4 hours a day

At Nerrols, to support families who have a range of commitments, we do not have a set timetable for each day. Work can be completed at any point during the day at a time which is convenient to suit the needs of the individual family. We do provide an outline of which day the work should be completed on. This supports those who are attending school for part of the week and learning at home on other days.

DIFFICULTIES WITH DIGITAL OR ONLINE ACCESS AT HOME

We recognise that some pupils may not have suitable online access at home. If you are experiencing difficulties with online access, please telephone the school office on 01823 792655 to discuss support options.

We are able to provide printed packs of the week's work which can be collected from the main school office. We are also able to post printed packs if required, for example if you're isolating.

RETURNING WORK

Where learning tasks are completed online (for example on Charanga, MyMaths or Bug Club etc). The class teacher will log into the online resource to view the child's learning online. Where children complete learning tasks electronically, they should be emailed to the class teacher via the designated class email address (blossomclass@nr.huish.education, willowclass@nr.huish.education, or oakclass@nr.huish.education). Where work is completed on paper photographs should be emailed to the class email address, alternatively paper copies can be dropped at the school office where it will be passed to the class teacher for marking.

As always you can continue to share your child's learning via our class Twitter pages: @NerrolsBlossom, @NerrolsWillow, @NerrolsOak and @NerrolsSchool.

ENGAGEMENT

The government has asked schools to check daily whether children are engaging with their work. Class teachers can log onto online platforms such as MyMaths, Charanaga and Bug Club to view engagement levels. Alongside this, we ask that parents/carers make daily contact with the class teacher via the class email address, to share their child's other areas of learning and ask any questions they may have. If the class teacher has not heard from a family, they will email them and this will be followed up by a telephone call where there is no response.

FEEDBACK

Many of the online resources that we use, such as Bug Club and MyMaths, provide the child with instant feedback, which the class teacher can review remotely to see how each child is progressing.

For other forms of learning, the class teachers will review the child's learning when it is sent in and provide feedback and answer any questions. When sending work in, it would be helpful to know what level of support the child has had and whether the child has completed the task independently.

Class teachers may also send home quizzes via digital platforms to gauge how the children are progressing and inform future planning.

SUPPORT FOR PUPILS WITH ADDITIONAL NEEDS

At Nerrols, class teachers know your children and their individual needs well and learning will be tailored to suit your child's needs.

Where children have Speech and Language or Occupational Therapy plans, class teacher's will identify the elements that can be implemented at home and include this in your child's learning. Similarly, for children who have individual Thrive action plans to support their social and emotional development, a Thrive at Home plan will be completed and included in your child's learning pack.