

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 the PE curriculum via an online platform and children 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 engage in regular physical activity. The children use the Real PE at Home platform to engage in meaningful home learning which aligns with our PE curriculum map and school provision. Learning is adapted to the different key stages to ensure appropriate progression of skills through a range of fun challenges, ideas, games and activities.

<https://real.jasmineactive.com/login>

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 Read Write Inc phonics programme. Filmed Read Write Inc lessons deliver the taught element of the phonics session.

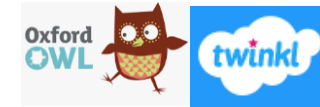
WRITING



Class teachers plan writing lessons following the Literary Curriculum used in class. 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 an Oxford Owl log on through which they are allocated 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.

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 lessons and tasks set on MyMaths, supplemented by resources and activities from NCETM. The children complete activities linked to their current mathematics topic with a focus on developing their fluency and confidence in solving problems across all areas of the maths curriculum. Children in Year 2 and above will also practice their times tables using Times Tables Rock Stars (TTRS).

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

<https://play.ttrockstars.com/auth/school/student>

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.

OUTDOOR LEARNING

The Outdoor Learning teacher provides outdoor learning activities in relation to the natural environment in line with the class curriculum at that time, with adaptations to cover limited outdoor accessibility.

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. In situations where the class is not attending school, dedicated times are set for the class to log in and meet with their class teacher to ask questions and to maintain contact.

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 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, birchclass@nr.huish.education, mapleclass@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, @NerrolsBirch, @NerrolsMaple, @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 Times Table Rockstars 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 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.