SUCKLEY SCHOOL

Remote Education Plan

In the event that your child needs to self-isolate or lessons are suspended for any period of time, we have established a comprehensive home-learning programme to enable children to continue their education away from the school site with appropriate support structures, ensuring equality for all of our children.

This plan sets out:

- Procedures and expectations for distance learning

- A framework for learning and associated resources to support children's learning

- Consistent expectations for children, parents, and staff

Should your child be subject to self-isolation, bubble isolation or the school being forced to close or go through sustained periods of extended closure due to the virus, all children will be provided with a range of learning resources.

The school will support families to access these resources through online teaching resources and lessons. We will provide a suggested structure for families to follow and there is the expectation by the government and the school that families will follow these suggestions.

During these times, we will ensure teachers are able to interact with children and families through the following methods:

- Telephone Contact

- Emails

- Purple Mash (the main learning platform for Robins, Woodpeckers & Eagles children)

- Tapestry (the main learning platform for Wrens children)

Remote teaching and study time each day

The school's expectation is that all pupils will engage with remote learning when required to be at home.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours daily (less for younger children in Reception class).
Key Stage 2	4 hours daily

Accessing Remote Education

We will provide learning through online applications to seamlessly provide learning content within Purple Mash and Tapestry. All children/parents/carers have been given opportunities to use these tools since September 2020 and are familiar with how they work.

We will:

- ensure pupils receive clear explanations.

- support growth in confidence with new material through scaffolded practice.

- provide opportunity for the application of new knowledge or skills.

- ensure pupils receive feedback about how to progress.

Learning will usually take the format of 'explicit teaching' content - such as an introduction through an animated power point or video with lots of opportunity for children to practise what they have learnt using both traditional methods and digital applications.

Additionally, some learning materials will be dedicated for practice on fluency and recall for example 2Do's on Purple Mash.

Please note that all learning materials produced by a school can be shared widely. However, pupil logins to website subscriptions that the school has purchased must not be shared externally.

Whilst we are using Tapestry and Purple Mash to interact with parents and children, we will ensure that there will be limited screen-time and as many practical/creative activity opportunities as possible.

Each lesson or project will have a clearly defined objective and outcome which will be assessed by the teacher through verbal or written comments with Purple Mash or Tapestry. Feedback will be given but will not be instantaneous and will vary due to the nature of remote learning. Your child will receive feedback by the end of the working school week.

Equipment to access remote education

We acknowledge the difficulty that some families may face due to the lack of digital devices. Parents have been given regular reminders to contact the school to discuss any difficulties they may be experiencing or they feel they will experience in the event of a lockdown. We have applied for help from the Government support schemes, offering to support families by lending school-owned devices to pupils where no alternative solutions can be found. This includes families trying to share one device.

SEND Support

Children will continue to be supported throughout the period of the lockdown. This may take the form of 1:1 mentoring/contact (Teachers and TAs) or specific learning activities set where appropriate. Support from outside agencies such as Speech and Language therapists may continue. Families will be contacted separately by these agencies.

Online Safety & Safeguarding

Up-to-date policies can be found on our school website. If you have any concerns during lockdown, please contact the school immediately via phone or email. Our Designated Safeguarding Lead is Mrs Helen Field.

It is important to remember that we fully understand the challenges of Home Education whilst handling other work and family commitments. We will provide a range of learning materials for support but will also try to support parents and respond to their enquiries with the aim of making this experience as successful as possible.

Further advice to parents (given in the Autumn Term)

In the event of a local lockdown or a class bubble being closed, the Government has asked: *Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision.*

On hearing of a local lockdown, national lockdown or bubble closure, the school will switch to a remote learning environment (Purple Mash and Tapestry). The details (previously shared with parents) are outlined below:

<table>
<tr><th>In developing these contingency plans, schools are expected to:</th><th>How we are doing this at Suckley School?</th></tr>
<tr><td>Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.</td><td rowspan="2">Continue with planned curriculum sequence as normal.
Access to online resources such as Oak National Academy and White Rose Maths.
Offline resources specifically designed by staff.</td></tr>
<tr><td>Give access to high quality remote education resources.</td></tr>
<tr><td>Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.</td><td rowspan="2">Remote Education will cover all subjects in an engaging format.
Purple Mash for pupils from Year 1 through to Year 6. All children are accessing Purple Mash regularly and have had practise in accessing their work through the email section. Parents are encouraged to help children to set up Purple Mash to access work and support if their child is unable to access the work independently in the first instance. Work planned will be ability appropriate and accessible.
Tapestry for Early Years – Wrens. Adults will need to access Tapestry with their child.</td></tr>
<tr><td>Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum.</td></tr>
<tr><th colspan="2">When teaching pupils remotely, schools are expected to:</th></tr>
<tr><td>Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.</td><td rowspan="2">Provide a suggested Daily timetable with a full range of subjects including maths and English. Lessons are sequenced to build on prior learning and opportunities are given to embed previously learnt areas.</td></tr>
<tr><td>Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.</td></tr>
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Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.	Purple Mash allows staff to be able to upload videos, online learning material and offline material designed by staff to provide a wide range of subjects, activities and resources to provide a broad and balanced curriculum.
Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.	Staff will be using Purple Mash on a daily basis within normal working hours. A normal timetable of work will be shared on Purple Mash and Tapestry and it is expected that the children will complete all activities in the majority of circumstances. Staff will regularly feedback to children using features in Purple Mash. Staff will assess work submitted and will check for evidence of understanding through quizzes and 2Do activities within Purple Mash and through email feedback sessions. Planning will be adjusted to provide more support or challenge where necessary.
Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.	
Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers (or teaching assistants).	
How parents can support remote education & distance learning	
Establish routines and expectations	It is important to develop good habits from the start. Create a flexible routine and talk about how it is working. Chunk your days into predictable segments. Help children get up, get dressed and ready to learn at a reasonable time. Keep normal bedtime routines, including normal rules for digital devices. Adjust schedules to meet everyone's needs.
Choose a good place to learn	Your family's regular learning space for occasional homework might not work for extended periods. Set up a physical location that's dedicated to school-focused activities. Make sure it is quiet, free from distractions and has a good internet connection. Make sure an adult monitors online learning. Keep doors open, and practice good digital safety. Our teachers and Suckley team will do the same.
Stay in touch	Y1-Y6 teachers will mainly be communicating to the children through Purple Mash email system on a regular basis. Please can parents stay in contact with class teachers, support staff and school leaders using the teacher's Suckley School email address. For Reception,

	Tapestry can be used for communicating with the class teacher. Please understand it may take a day or two for us to respond. If you have concerns, let someone know it's more urgent.
Help children 'own' their learning	No one expects parents to be full-time teachers or to be educational and content matter experts. Provide support and encouragement, and expect your children to do their part. Struggling is allowed and encouraged! Don't help too much. Becoming independent takes lots of practice, praise and resilience.
Establish times for quiet and reflection	For families with children of different ages, and parents who may also be unexpectedly working from home more often, it's good to build in some time for peace and quiet. Siblings may need to work in different rooms to avoid distraction. Many families will need to negotiate access to devices, priorities for wi-fi bandwidth and schedules throughout the day.
Encourage physical activity and exercise	Living and working at home, we will all need some room to let off steam. Moving (independently and together as a family) is vital to health, wellbeing, and readiness for learning. It's a great opportunity to practice exercising 'alone together' with digital workouts and online instructors. Set new fitness goals and plan hands-on, life-ready activities that keep hands busy, feet moving, and minds engaged.
Show that you're interested in their education	In the morning, you might ask: • What classes/subject do you have today? • How will you spend your time? • What resources do you need? • What can I do to help? At the end of the day you might ask: • How far did you get in your learning tasks today? • What did you discover? • What could we do to make tomorrow better?
Communication These brief grounding conversations matter. Checking in helps children to process instructions they received from their teachers, and it helps them organise themselves. Not all students thrive in distance learning; some struggle with too much independence or lack of structure. These check-in routines can help avoid later challenges and disappointments. They help children develop self-management and executive functioning that are essential skills for life. Parents are good life coaches!	

Reading is fundamental
Sharing a book with a child is fun! It's a time for closeness, laughing and talking together – and it can also give children a flying start in life and help them become lifelong readers.

If you're not feeling confident about reading aloud or sharing books, don't worry – there's no right or wrong way to enjoy a story together. Ask questions and talk about the book. Picture books can be a great way to talk through your child's fears and worries, or to help them deal with their emotions. Give them space to talk, and ask how they feel about the situations in the story. Most of all, just have fun! Don't be afraid to act out situations or use funny voices… your children will love it!

Everyday activities
Talk about words, science, numbers, shapes and directions throughout the day. Practise counting, times tables or number bonds. Write shopping lists, letters, thank you cards and stories for pleasure.

Common questions

Will my child receive a phone call from their teacher whilst they are at home?
Teachers will be able to interact regularly with their pupils through Purple Mash. We will also be able to communicate through emails and phone calls. Each week there will be an opportunity for a 'Social Meet' with the teacher and all the children in the class. As with the last lockdown, we would be making wellbeing calls to all of our families.

Why are the teachers not delivering live lessons all the time?
At Suckley School, we will ensure that we have arranged live 'Zoom Meets' with our children each week. We respect the rights of our staff (and their families) as well as our children and their families. We aim to get the balance right. We will be posting pre-recorded live lessons online.
We will not be providing live lessons as they require that both a device, children and staff have to be available at a specific time of the day, putting additional pressure and expectations on families who are often juggling working from home whilst trying to support their child or children. When lessons are pre-recorded, children can have a level of independence to choose which order they would like to undertake their learning. They can also watch a lesson more than once. Live lessons require both a device and a greater internet band width that not all families have access to, creating an inequality of opportunity. For families with more than one child isolating, there would be an even higher demand on the availability of technology at a specific time. In the classroom, teachers are highly skilled at being responsive to the children's needs. However, this type of interaction is not possible in the same way online. On the other hand, a pre-recorded lesson can be paused, listened to again or fast forwarded, allowing children additional time and support if needed to complete a task. Staff can also post additional videos and resources for individuals in the same way a child would get personalised support and challenge in class. Whereas, due to the nature of online video communications, a live lesson to 30 children at once would have a more blanket/ passive approach. Purple Mash also allows the teaching staff to give instant personal verbal or written feedback to help guide the children with their learning, help them build on their previous knowledge and keep them motivated to keep learning from home.

How do I keep my child safe whilst accessing remote learning?
Parents need to make sure that children are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they don't feel safe.
It would be a good idea to ask your child to tell you ways in which they can keep themselves safe while using the internet so that you as a parent can ensure that they understand. It is also important that you consider the amount of time that your child is spending online and sitting at a tablet/computer screen. Make sure that you build in time for breaks so that children are not looking at a screen for long periods of time.

Please refer to additional information that has been sent to parents and is available to view on our school website.