



VALLEY INVICTA  
ACADEMIES TRUST

**Remote Education Provision  
Information for Parents**

Valley Invicta Primary School at Kings Hill

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# Remote Education Provision

## Information for Parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

### The Remote Curriculum

What is taught to pupils at home:

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Microsoft Teams is the online programme used to deliver live, pre-recorded and uploaded learning for children at Kings Hill.

Each child has been sent a personal Teams log-in in order to gain immediate access to teacher's lessons. If your child has not got their log-in or if there are issues with the log-in, please contact the school office.

In addition, the school website has a Home Learning page under the learning tab, with activities to support home learning for each year group.

[www.kingshill.viat.org.uk](http://www.kingshill.viat.org.uk)

BBC Bitesize and Oak Academy websites are the suggested national learning websites, where many additional learning activities for all year groups can be accessed.

[www.bcbitesize.co.uk](http://www.bcbitesize.co.uk)

[www.oakacademy.co.uk](http://www.oakacademy.co.uk)

### **Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?**

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, there are adaptations in some subjects. For example, teaching is focused on practising core skills, which will ensure children do not fall behind when learning at home.

This means some subjects are taught less often, blocked, and learning objectives combined.

### **Remote Teaching and Study Time Each Day**

#### **How long can I expect work set by the school to take my child each?**

We expect that remote education will take pupils broadly three hours per day of online live, pre-recorded, tasks relating to work set by teachers or other meaningful learning related tasks for EYFS and KS1 pupils and four hours a day for KS2 pupils.

See the table below for details:

### King Hill Proposal for Virtual learning

What & how often?	Live & record at the time	Pre-recorded	Work uploaded
Assemblies – 3x week.	One Core Values or Rights Respecting.	Link to significant awareness raising events.	Celebration of work through Dojo / Newsletter.
EYFS	Live phonics taught in RWInc groups. Live lessons around the chosen book. Vocab extensions. End of day story session and queries. Live Maths sessions.	Knowledge and Understanding lessons.	Themed work uploaded.  Use of Tapestry.
Reading  KS1 daily (phonics)  KS2 daily	Teacher to read the text and set the tasks.  Live phonics taught in RWInc groups.  Live Input from the teacher as appropriate.  Differentiated Phonics led by the person who takes the group.  End of day story session and queries.	In addition: KS1 - Differentiated Phonics led by the person who takes the group.  KS2 - Task to be split into I do and you do much like in-class lessons (Interactive Power Point).	Text / PPT to be uploaded so pupils can refer to it. Pupils to upload responses to questions on Class Dojo.  Pupils self-mark learning with answers on the last page of the Power Point when appropriate.
Maths	Daily live lesson for EYFS KS1 and KS2, 45 mins.  Input from the teacher, as appropriate.  Times Tables Rockstars .	For some year groups on days teachers are covering Hub teaching.	Children upload learning for marking.  Yes – pupils upload once finished and teacher comments on it or complete online activity (My Maths).
English – daily	45 mins. Teacher-led. Writing submitted. SPAG focus building up to ‘mini- invent’ writing outcomes in line with the Pye Corbett Talk for Writing Curriculum.	N/A	SPAG lessons self-marked at the end of the lesson.  Writing outcomes submitted for marking.

	<p><u>KS2</u> 5 x RIC Comprehension lessons. X1 SPAG lesson including spelling rule. X1 Sentence composition. X2 Writing activity.</p>		<p>Pupils upload once finished and teacher comments on it. 1x 'sentence' level work (grammar / sentence construction). 1x linked creative activity. 3x short writing activities.</p>
PE - daily	<p>Grid and competition to set the activities for the week (daily mile, yoga, challenges).  Sensory circuits could be recorded and shared with all classes.</p>	Where possible pre-record daily lessons.	Films uploaded on Dojo.
Humanities 2 x week  Art 1 x week or blocked	<p>Live lessons as much as is possible.  Art – Live or pre-recorded demonstration &amp; explanation.  Combination of live and pre-recorded RE lessons.</p>	<p>In addition and where necessary pre-recorded lesson teacher input and task.  RE, Geog &amp; History pre-recorded.</p>	<p>Work submitted.  Yes – pupils upload once finished and teacher comments on it. This could be photos in the case of art.</p>
Science 1 x week	Pre-recorded if live lesson is not appropriate due to the need for resources.	Pre-recorded demonstration.	<p>Lesson reflections/ submitted.  Complete linked learning on purple Mash or BBC Bitesize.</p>
PSHE – once a week	Live lessons.	Follow school plans. Could be recorded and shared if everyone using Mind to be Kind?).	Evidence uploaded.
French – once a week or blocked (KS2 only)		Pre-recorded and tasks uploaded.	Uploaded document with links to a website.
Music – access as they like	<p>Live lessons shared across VIPs.  Sing Up (teacher models task).</p>	YouTube channel lessons.	
Computing – once a week		Demonstration of task on Purple Mash.	Set 'to do' tasks.

In addition, all teachers to be on Teams, Class Dojo or Tapestry to reply to messages and feedback upon work daily that has been submitted daily and will make weekly Teams calls to all children.

HT will also call students, and where appropriate SRP Teacher and SENCO will as well.

### Accessing Remote Education

### **How will my child access any online remote education you are providing?**

All children have their own login to Teams. In addition, pupils will have access to My Maths, TT Rockstars, Purple Mash and Accelerated Reader. Any individual struggling with access issues should contact the school office.

[www.office@kingshill.viat.org.uk](mailto:www.office@kingshill.viat.org.uk)

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise that some pupils may not have suitable on-line access at home. We take the following approaches to support those pupils to access remote education:

- Pupils without any access to a device can complete a form through the school office in order to apply for the loan of a school I-Pad.
- Printed materials can be collected from the school if agreed by the Headteacher. Please contact the school office or email.
- Completed tasks can be shared on Class Dojo, Tapestry or bring into school to share with teachers after the schools re-open.

### **How will my child be taught remotely?**

We use a combination of the following approaches to teach pupils remotely:

- Live teaching (on-line lessons).
- Recorded teaching (eg: Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (eg: workbooks, worksheets).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg. YouTube.
- Weekly Newsletters share information about competitions, wider curricular activities and opportunities, safeguarding information such as online safety tips and celebrations.

### **Engagement and Feedback**

#### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

There is an expectation for children to engage with the daily learning, either through live teaching sessions, or –pre-recorded and uploaded work. If a family cannot get online, there is an encouragement to contact the school for support. The Senior leaders in school will contact families whose children have not engaged with learning in order to offer support and adapt strategies to enable every child to learn.

#### **How will you check whether my child is engaging with their work and how will I be informed if there are concerns?**

Work and activities uploaded and shared on to Class Dojo and Tapestry will be commented on within a 24-hour period by teachers, TAs or senior teachers.

Vulnerable families not working in school during Lockdown will be contacted by the school at least weekly in order to offer support and guidance in learning tasks.

### **How will you assess my child's work and progress?**

Our approach to feeding back on pupil work is as follows:

- The pupils' work uploaded will have encouragement positive comments.
- Dojo points will be given for effort and achievement, matching points give in school.
- English and maths work may have next step advice such as direction to check spellings or calculation strategies.
- Pupils will receive feedback on their work within 24 hours of posts being made.

### **Additional Support for Pupils with Particular Needs**

#### **How will you work with me to help my child who needs additional support from adults at home to access remote education?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

- Contact families on the SEND register at least weekly.
- Offer specific SEND strategies of support through the Home Learning tab on the school website.
- Load sensory circuit /UNWIND and other well-being strategies on Class Dojo pages.
- Link with the Specialist Teaching and Learning Service (STLS) in order to attend online surgeries for individual pupils needing additional support.
- Link with specialist professionals such as speech and language therapists in order to access additional services, recommendations and 1:1 programmes through lockdown.

### **Remote Education for Self-isolating Pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

#### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Individual children will be sent packs of work linking to the learning taking place for the rest of the class in school. Reading texts, materials to support particular lessons and a weekly 'check-in' meeting with the class teacher will be put in place.

