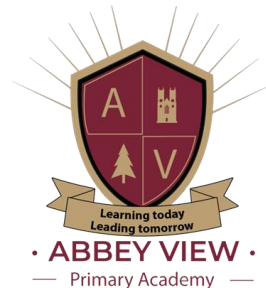


## Abbey View Primary Academy

Kennedy Avenue, High Wycombe, Bucks HP11 1BX

Principal: Ms. M. Mirza



### Remote education provision: information for parents/carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during this National Lockdown

#### **The remote curriculum: what is taught to pupils at home?**

Our remote learning will differ from our standard approach this week, while we take all necessary actions to prepare for a longer period of remote teaching – please be patient while we establish a new way of operating.

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

New English and Maths exercise books will be sent home for work to be completed in. By 11:00am on the morning of the first full day of lockdown, the first day's content will be loaded onto Microsoft Teams and then by 9:00am on subsequent days. We aim to cover the whole curriculum from the outset, however staff illness may result in a focus upon Reading, Writing and Maths. This provision will include videos and narrated teacher input (PowerPoint or video file).

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

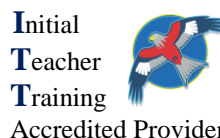
We teach the same curriculum remotely as we do in the Academy wherever possible and appropriate. However, we have needed to make some adaptations in some subjects as we don't anticipate homes having the specialist equipment required.

#### **Remote teaching and study time each day**

##### **How long can I expect work set by Abbey View to take my child each day?**

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day: ***This is beginn week commencing 11<sup>th</sup> Jan***

EYFS	Minimum of 3 hours, to include:
Reception	<ul style="list-style-type: none"><li>• Morning call from 8:45 to 9am<ul style="list-style-type: none"><li>- Register and setting tasks/expectations for the day to ensure children are ready to learn– 10-15 minutes</li></ul></li><li>• Phonics recorded input– 10 minutes</li><li>• 10 minutes reading to an adult at home</li><li>• Recorded story – 15 minutes</li><li>• Recorded inputs – 3 x 10 minutes</li><li>• Independent activities related to input</li></ul>
Nursery – to be confirmed. Further infromation to follow shortly	
Key stage 1 Year 1 and Year 2	Minimum of 4 hours, to include: <ul style="list-style-type: none"><li>• Morning call from 9:05 to 9:20</li></ul>



	<ul style="list-style-type: none"> <li>- register and setting tasks/expectations for the day to ensure children are ready to learn - 10-15 minutes</li> <li>• Phonics recorded input and task– 15 minutes</li> <li>• Recorded daily inputs (10-15 minutes) for Writing and Maths, followed by 20 -25 minutes independent learning tasks and a plenary</li> <li>• Teacher input/lesson slides for 10-15 minutes for either Science, History, Geography, Art/D&amp;T, Music, PSHE or RE , followed by 20 -25 minutes independent learning tasks and a plenary</li> <li>• Reading task (Year 2) – 30 minutes</li> <li>• PE to be included at least twice a week (at least 2 hours of physical activity a week)</li> <li>• Independent learning tasks</li> <li>• Afternoon workshops– each child, once a week or 20 minutes</li> <li>• Accessing other remote learning platforms</li> <li>• Reading to an adult at home – 20 minutes</li> </ul>
Lower key stage 2 Year 3	<p>Minimum of 4 hours, to include:</p> <ul style="list-style-type: none"> <li>• Morning call from 9:25 to 9:40 – register and setting tasks/expectations for the day to ensure children are ready to learn - 10-15 minutes</li> <li>• Recorded daily inputs (10-15 minutes) for Reading, Writing and Maths, followed by 30-35 minutes independent learning tasks and a plenary</li> <li>• Recorded daily inputs (10-15 minutes) for either Science, History, Geography, Art/D&amp;T, Music, PSHE or RE , followed by 20 -25 minutes independent learning tasks and a plenary</li> <li>• PE to be included at least twice a week - at least 2 hours of physical activity a week</li> <li>• Independent learning tasks</li> <li>• Afternoon workshops on allocated day – each child, once a week or 20 minutes</li> <li>• Accessing remote learning platforms</li> <li>• Reading to an adult at home – 30 minutes</li> </ul>

## Accessing remote education

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

- Recorded lesson input will be made available through Microsoft Teams
- Online learning platforms are available through the internet (the pupils have their logon details)

### 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 online access at home. We take the following approaches to support those pupils to access remote education:

It is the parent/carer's responsibility to inform the Academy if their child does not have reliable access to the internet or/and a suitable digital device.  
Academy resources permitting, we will provide both of the above through a digital device and 4G dongles lending scheme.

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

We will be setting and receiving pupils' work online as well as providing feedback on children's learning via Microsoft Teams and will use a combination of the following approaches to teach pupils remotely:

- Recorded input by teachers
- Online afternoon workshops by the teacher– Writing and Maths depending on need
- Online sessions with TA – daily reading or small group interventions
- Textbooks and reading books pupils have at home
- Project and independent research linked to the subjects being taught in school
- All children will be able access the following home-learning platforms:
  - Education City
- In addition, some year groups will have access to the following platforms:
  - Tapestry (Reception)
  - Times Tables Rock Stars (Year 2 and 3)
  - Reading Eggs (Year 2)
  - Spelling Frame (Year 2 and 3)
  - Numberbots (Year 1)
  - Reading Eggs (Year 1 )

### **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?**

- Pupils are expected to complete all tasks set by their teachers to an appropriate standard. If they have found a task challenging, the parent/carers and child are expected to inform the class teacher and attend the weekly support clinic
- Adults are expected to provide routines which allow the pupils to complete the tasks and support them with their learning
- Pupils and adults dressed appropriately and ready to learn, especially for the morning call

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

- Foundation Stage – staff will be monitoring the engagement and use of Tapestry on a daily basis
- Key stages 1 and Year 3– Work set on Microsoft Teams will be monitored daily via the use of 'Assignments'
  - Assignments will be set each day and titled with the relevant date for parents/carers to upload any photos of work completed
- Learning will also be monitored through morning calls and the weekly support clinic will allow us to monitor pupil engagement and provide targeted support  
*\*Support clinics will be held every Friday from 1-2pm. Parents will need to email [office@avpa.school](mailto:office@avpa.school) to inform teachers that they would like an appointment. Teachers will then set up a 10 minutes call*
- Other online platforms will be monitored weekly.
- Where we have concerns of a pupil's engagement in their learning, we will call parents directly to ensure there are no problems. The phone call will be to both the pupil and the adult.

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

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

Staff will provide feedback to pupils on their work through Microsoft Teams. Additional feedback and support will be given through online afternoon workshops with the class teacher and online sessions with the TA. Parents/carers and pupils who feel as though they need additional feedback and support are able to access the weekly clinic support sessions.

### **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:

Pupils with special educational needs and disabilities, as well as disadvantaged pupils, will be prioritised through the online afternoon workshops by the teacher (writing and maths depending on need) and online sessions with TA (daily reading or small group interventions)

Work will also be differentiated to allow them to achieve the learning objectives.