



Stebbing Primary

Remote education provision: information for parents

Published January 2021

This information is intended to provide clarity and transparency to pupils and parents or 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 senior leader who has the overarching responsibility for the quality and delivery of remote education is Miss Lucy Mawson (Headteacher)

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 on the first day or two of pupils being sent home?

All pupils have access to our online learning resources for their first few days at home. This can be accessed via our website www.stebbingprimary.co.uk/resources

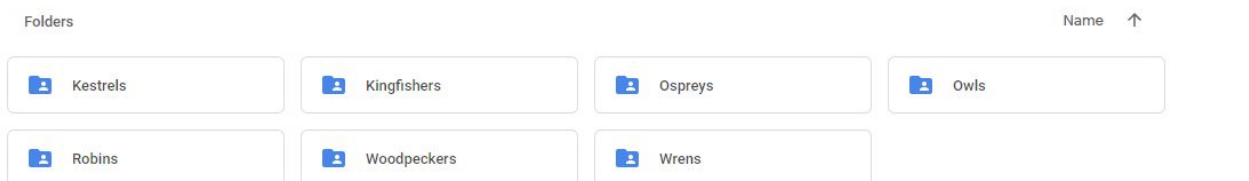
This section of our website is password protected. The password is available via our Class Dojo news feed or alternatively please contact your child's class team via their class team email address or telephone the school office where someone will be able to assist.

The work set on these pages allows for various subject areas to be accessed by children. However, there are a number of English and Maths activities which form the basis of the provision offered.

An example of a class folder with the work available can be found below. Please note that we have chosen to leave the previous term's folder available to ensure there are plenty of learning tasks for children to access.

All pupils and parents have access to each year group's work. Therefore if you feel appropriate, you may choose to look at work set by an adjacent year group if this will support your child's learning and the level at which they can access.

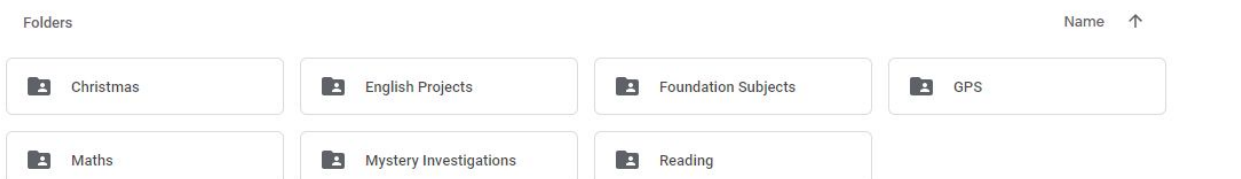
My Drive > REMOTE LEARNING FOR PUPILS ISOLATING



My Drive > REMOTE LEARNING FOR PUPILS ISOLATING > Owls



My Drive > REMOTE LEARNING FOR PUPILS ISOLATING > Owls > Spring



Files Name ↑

Silver shoes with pointed toes

1. Read the first paragraph carefully. What do you think this means?

2. How do you think Dorothy is feeling when it is revealed that she has killed somebody? Use evidence from the text to support your answer.

3. How do you think the Munchkins will react Dorothy when she appears? What clues are there in the text?

Answer any 2 questions

Scored and checked

The Wizard of Oz Classic VI...

"Yo ho ho and a bottle of rum!"

1. How do you think the narrator is feeling something from being lost?

2. Which word in this sentence is closest to meaning to 'weird'?

3. Explain what effect the description of the man has on the reader.

Answer any 2 questions

Scored and checked

Treasure Island Classic VIP...

"Yo ho ho and a bottle of rum!"

I remember him as if it were yesterday, as he came plodding to the iron door, his sea-chest following behind him in a hand-barrow—a tall, strong, heavy, not-frozen man, his tony capitol falling over the shoulder of his soiled blue coat, his hands ragged and scarred, with black, broken nails, and the same cut across one cheek, a dirty, bald white. I remember him looking round the corner and whistling to himself as he did so, and then breaking out in that old sea-song that he sang so often afterwards:

"Yo-ho-ho, and a bottle of rum!"

In the high, old-battering voice that seemed to have been turned and broken at the captain's bar, then he hopped on the door with a bit of

Answer any 2 questions

Scored and checked

Treasure Island Classic VIP...

Mr Badger

1. Consider the phrase which shows that Mr Badger and his friends have been suffering from extreme cold. Why is this phrase important?

2. Which two phrases show that Mr Badger is very smart? Use evidence from the text to support your answer.

3. The text says that Mr Badger is very smart. What does this mean? Use evidence from the text to support your answer.

Answer any 2 questions

Scored and checked

Wind in the Willows Classic ...

Mr Badger

1. In the first paragraph of the story, Mr Badger is described as being very smart. What does this mean? Use evidence from the text to support your answer.

2. Which two phrases show that Mr Badger is very smart? Use evidence from the text to support your answer.

3. The text says that Mr Badger is very smart. What does this mean? Use evidence from the text to support your answer.

Answer any 2 questions

Scored and checked

Wind in the Willows Classic ...

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?

Following the first few days of remote provision as described above, online learning will then develop at Stebbing Primary.

We aim to teach the whole curriculum as we do in school wherever possible and appropriate. However, some adaptations have been made to ensure that suitable resources are available at home and certain aspects of the curriculum have been reviewed and our curriculum maps amended to account for this.

For example, where certain science units require specialist equipment, these may have been adapted and will be taught once in-school provision for all pupils resumes.

Examples of weekly timetables can be found overpage. All weekly timetables are available via a child's class Dojo page and can be accessed by all parents from that class. The format for the timetables is similar and easy to access. Although the content and level of detail differs depending on the age of the pupils. These timetables are likely to remain the same for the duration of remote provision. Some classes are also uploading daily timetables for parents and children to follow.

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:15	Miss Mawson's Assembly meet.google.com/nwt-kcag-pet	Mr Le Masurier's Physically Active meet.google.com/nwt-kcag-pet	Miss Mawson's Assembly meet.google.com/nwt-kcag-pet	Mr Le Masurier's Physically Active meet.google.com/nwt-kcag-pet	Miss Mawson's Assembly meet.google.com/nwt-kcag-pet
09:15 - 09:30	Phonics - Live!	Phonics - Live!	Phonics - Live!	Phonics - Live!	Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga
09:30 - 9:45	Funky Fingers Activities	Funky Fingers Activities	Funky Fingers Activities	Funky Fingers Activities	Project Morning
9:45 - 10:30	Maths Activity	Literacy Activity & Choosing Time	Choosing Time	Literacy Activity & Choosing Time	
10:30 - 11:00	BREAK TIME	BREAK TIME	BREAK TIME	BREAK TIME	BREAK TIME
11:00 - 11:30	Literacy - Live!	Maths - Live!	Literacy - Live!	Maths - Live!	Project Morning
11:30 - 12:00	Literacy Activity	Maths Activity	Literacy Activity	Maths Activity	
12:00 - 13:00	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME	LUNCH TIME
13:00-13:30	Topic Activity	Forest School Afternoon <i>Complete Miss Honeybee's Forest School Challenge - See Class Dojo</i>	Yoga	Handwriting - Pre-recorded	Cook-Along with Mrs Taylor
13:30 - 13:45	Level - Show your stick puppets		Live! - Maths Input	Level - Story Time	
13:45 - 14:30	Continue Topic Activity		Maths Activity & Choosing Time	Book Sharing	Mrs Mehmet's Art Attack
14:30 - 14:45	Mr Bosch Music Challenge		Mr Le Masurier's 'Beat The Teacher' Challenge Mrs Radford's French Challenge	Mrs Smith's Computing Challenge	
14:45-3:00	Pre-recorded storytime	Pre-recorded storytime	Pre-recorded storytime		Pre-recorded storytime

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00-09:15	Miss Mawson's Assembly meet.google.com/nwt-kcag-pet	Mr Le Masurier's Physically Active meet.google.com/nwt-kcag-pet	Miss Mawson's Assembly meet.google.com/nwt-kcag-pet	Mr Le Masurier's Physically Active meet.google.com/nwt-kcag-pet	Miss Mawson's Assembly meet.google.com/nwt-kcag-pet
09:15 - 09:30	Mrs Taylor handwriting video Google classroom	TT rockstars	Spelling shed	English Re watch the following video Biography of Charles Dickens . Please then go to Google classroom and access the Google form that has been created for you to submit your answers onto. Please make sure that you answer in full sentences, with the correct punctuation and use 'PEE' (point, evidence, explain) where necessary.	Friday Funday activities
09:30 - 10:00	Spelling rule activity Words with FBI in them. See Google classroom for your activity https://www.youtube.com/watch?v=3p9p6d0m0c0	Guided reading preparation session Read and re-read the guided reading text 'The Mermaids' Lagoon' which is uploaded in Google classroom ready for our live session after lunch. Can you generate 3 questions using the VQRFS skills for your peers to answer?	Catch up with Joe Wicks https://www.youtube.com/watch?v=0w0t10EJdY		
10:00 - 10:30	Breaktime	Breaktime	Breaktime	Breaktime	
10:30 - 11:00	Live Grammar session with Mrs Taylor & Mrs Mehmet https://meet.google.com/fookup/gc2wtdkwcx	Live English with Mrs Clayden & Mrs Mehmet https://meet.google.com/fookup/gc2wtdkwcx To recognise the features of a biography. Have a look at the selection of biographies that are uploaded onto Google Classroom. What features can you recognise? How are they written? Then have a look at the 'How to write a successful biography sheet' - to see if you managed to recognise some of the features.	Live Maths with Mrs Clayden & Mrs Mehmet https://meet.google.com/fookup/gc2wtdkwcx Multiply 2 digits by 1 digit	Live Maths with Mrs Clayden & Mrs Mehmet https://meet.google.com/fookup/gc2wtdkwcx Multiply 4 digits by 1 Maths activity	
11:00 - 11:30	Grammar activity		Maths activity	Maths activity	
11:30 - 12:00	Times table activity See Google classroom for task		English Watch the following video Biography of Charles Dickens . Then watch it for a second time and make some notes of mind map some key information to show your understanding of who Charles Dickens was. What was his life like? What was his upbringing? Was he rich or poor? How might he have been affected by his early childhood? What morals and values did his father try and instil into him? Do you think this worked?	Mrs Taylor handwriting video Google classroom TT rockstars	
12:00 - 13:00	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
13:00-13:30	Live RE with Mrs Taylor & Mrs Mehmet https://meet.google.com/fookup/gc2wtdkwcx	Live guided reading session with Mrs Clayden & Miss Brandon https://meet.google.com/fookup/gc2wtdkwcx	History- Islamic civilisations (Mrs Sando) To know when and where the early Islamic Civilisation existed. More information to follow via Google Classroom	Live Science session with Mrs Clayden & Mrs Mehmet- Materials and their properties https://meet.google.com/fookup/gc2wtdkwcx Before this lesson it would be useful for some materials to be collected. Some suitable materials would be: a copper coin, paper clip, a rock, wooden spoon, paper, mirror and a ruler. This lesson will be live, so please make sure you have the worksheets to hand as these will need to be completed after the teaching. Please aim to complete the 2 star level worksheets as much as you can. For this you will need: magnets, small metal nails, jars or beakers, elastic bands, a tray, measuring jugs and water. Please don't worry too much about these things- just test the materials that you are able to.	Cook-Along with Mrs Taylor
13:30 - 14:15	RE activity	Maths Have a go at the White Rose end of block assessment and see how much you can remember from the Autumn term. See Google Classroom for the papers.		Hannah Wigmore Mindfulness activity	Mrs Mehmet's Art Attack
14:00 - 14:30	Catch up with Joe Wicks https://www.youtube.com/watch?v=0w0t10EJdY				
14:30-14:45	Live story with Mrs Taylor and catch up https://meet.google.com/fookup/gc2wtdkwcx	Live story with Mrs Sando & Mrs Mayne https://meet.google.com/fookup/gc2wtdkwcx	Live story with Miss Brandon https://meet.google.com/fookup/gc2wtdkwcx	Live catch up and story with Miss Brandon & Miss Michael https://meet.google.com/fookup/gc2wtdkwcx	

Ospreys home learning 11.01.21

14:30 - 15:00	Mr Bosch music challenge	Miss Honeybee's Forest School Challenge	Mr Le Masurier's 'Beat The Teacher' Challenge Mrs Radford's French Challenge	Mrs Smith's Computing Challenge	
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Remote teaching and study time each day

How long can I expect work set by the school 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. However, time tables may vary to this on occasions depending on a number of factors (staff availability/staff isolation/illness/internet issues etc)

Year group/ class	The day	Approximate number of hours remote provision (excluding breaks)	Number of class live lessons/ pre-recorded sessions per day	Number of live /pre-recorded whole school/whole key stage sessions per day (these include...whole school assemblies, physically active, cook along, Art Attack, Music with Mr Bosch, Forest School etc)	Additional activities
Reception - Wrens	9am-3pm	4.5 hours	4	2	There may be additional challenges set throughout the week
Year 1 - Robins	9am-3pm	4.5 hours	4	2	
Year 2 - Kingfishers	9am-3pm	4.5 hours	4	2	
Year 3 - Woodpeckers	9am-3pm	4.5 hours	4	2	
Year 4 - Kestrels	9am-3pm	4.5 hours	4	2	
Year 5 - Ospreys	9am-3pm	4.5 hours	4	2	
Year 6 - Owls	9am-3pm	4.5 hours	4	2	

Accessing remote education

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

Our school uses Google, therefore our online platform is through Google Classroom. Each child/parent can access their child's own Google Classroom page. Log in details are sent via Class Dojo and can be requested by emailing the staff team email address. Here, assignments will be set and for years 1-6 assignments will be submitted via this platform.

An example of a Google Classroom page can be found below:

The image shows two screenshots of Google Classroom interfaces. The top screenshot is for a class named 'Ospreys 2021'. It features a dark header with the class name, class code '5ni424y', and a Meet link. Below the header, there's an 'Upcoming' section with a list of tasks: 'Maths LIVE session 14.01...', 'Materials and their propert...', and 'Charles Dickens compreh...'. A 'View all' link is present. The main content area shows a post from a user saying 'I finished my maths!' at 11:57 AM, and another post saying 'Hi guys' at 11:52 AM. The bottom screenshot is for a class named 'Kestrels 2021'. It shows a 'Classwork' tab with a 'Create' button and options for 'Meet', 'Google Calendar', and 'Class Drive folder'. A list of assignments is displayed, including 'Times tables Quizzes' (Posted Jan 10), 'Weekly Timetable 11.01.21' (Due Jan 11), and 'Today's meeting 07.01.21' (Posted Jan 7). Below this, there are sections for 'Maths Week 1' and 'Foundation Subjects Week 1', each with a list of assignments and their due dates.

Work and evidence for reception-aged pupils should be shared via their child's Tapestry page as this evidence may form part of their child's portfolio for end of statutory assessments.

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:

-We have issued a number of devices to families who require technology at home. In the first instance these were offered to our vulnerable families.

-We have offered to all remaining families on a first-come basis. The letter can be found [HERE](#)

-Parents are required to sign that they will accept responsibility for any loss or damage to the equipment loaned.

-We have requested our government-funded technology (5 laptops). These form part of the technology we can loan to families.

-Please also see the letter sent to families in January which offers our support and guidance as set out by the government. The letter can be found [HERE](#)

-Should a family request printed materials this will be dealt with by the class team staff on a case by case basis.

-All parents should have online access as we have a number of options to be able to support families in acquiring this. In the short-term if they cannot submit work electronically then we would invite families to drop work into the school office in the delivery box at the front of the school. This is checked regularly.

How will my child be taught remotely?

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

-Live lessons delivered by the class staff (usually the teacher). Support staff may also join these sessions when they are available. These sessions are well-spaced throughout the day to allow for children to complete work following the live. It also gives an opportunity for siblings who are sharing devices to access their lives at different times of the day. Should children be unable to access a live at the allotted time, recordings of the sessions will be uploaded to Google Classroom linked to the assignment they relate to.

Some of the allotted live lesson times throughout the day may be replaced by a recording of a member of staff delivering the key learning. These will be uploaded in the same way to Google Classroom and the assignment they relate to.

Where relevant, teachers may recommend other resources that children may find useful and beneficial to their learning. For example links to Joe Wicks PE sessions have been recommended.

Friday is our Project working day. This day gives children an opportunity to move away from the screen and learn in a different way. Suggested activities are uploaded onto the whole school Class Dojo page and Google Classroom, such as the Cook along and Art Attack activities.

It gives children an opportunity to explore and be more flexible with their learning approach. Work can still be uploaded on the Google Classroom stream so that teachers can keep track of how their children are progressing.

We expect pupils and staff to adhere to our Online Code of Conduct. This can be accessed via our website www.stebbingprimary.co.uk/coronavirus

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?

Before beginning our full timetable of remote provision, we invited all families to join a Google Meet to learn more about the use of Google Classroom. This was recorded so that families could access at their leisure. During this meeting the Headteacher outlined expectations but also shared a realistic view of the different challenges each household will face over this lockdown period. Therefore whilst we hope that all children will engage with all live lessons, we are realistic that this may not be possible.

Following the whole school session, each class teacher then delivered a separate Google meet for their parents to join so that information could be clearly shared and expectations communicated.

We expect pupils to engage at least 3 days per week. This could be by accessing a live session or by submitting work to Google classroom/Tapestry.

If we do not have that level of engagement then class staff will make contact with the family to check-in and see if there is anything we can do to support them further.

We hope that parents will access the suggested daily time tables posted each evening in preparation for the next day. However, again, we are mindful that there must be a balance for families.

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

Class staff are required to update the *Pupil online learning daily check in* document. This document gives class staff and the leadership team a visual way to check who is accessing the remote learning provision being offered.

If we have a concern about engagement the class teacher (initially) will contact the family to inform parents/carers of their concerns. A call will be made on the day the class teacher is in school.

We will work with the family to set plans in place for how we can further support the pupil/family.

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

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

A comment will be made by a member of the staff class team when work is submitted and marked as complete on Google Classroom. Children Need to make a comment to notify the staff their work has been 'turned in'.

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:

- Work with families to provide some individualised support (where appropriate) to ensure all children have access to remote learning.
- Provide alternative suitable resources (as appropriate) to ensure that pupils can engage in remote provision.
- Provide regular check-ins with families to listen to their concerns and offer appropriate support
- Invite parents to our SEN virtual coffee mornings.
- Offer weekly contact by a member of staff (not always the class teacher) - e.g. SENCO
- Utilise support staff and 1:1 staff to provide more tailored activities and online opportunities

Each child's needs and the level of support will differ and parents and staff will work together to ensure there is suitable accessible provision for their child. If you have any questions, please do not hesitate to contact your child's class teacher.

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?

Children who are required to self-isolate can access the remote learning provision resources via our website. Here, they are able to access suitable work at their level. This could then be shared with the teacher as appropriate.

If you have any questions regarding self-isolation then please initially contact the school office who will be able to direct your query to the appropriate staff member.