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## The Nar Valley Federation of Church Academies

Executive Headteacher: Mrs Anne Neary

Web: [www.narvalleyfederation.co.uk](http://www.narvalleyfederation.co.uk)

### **What the pupils and Parents/Carers of Nar Valley Federation, Castle Acre, Narborough and Sporle C of E Primary Academies, should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).**

.We have worked hard to research best practice in remote learning, such as the following:

The Education Endowment Foundation (EEF) has found that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
  - supporting growth in confidence with new material through scaffolded practice
  - application of new knowledge or skills
  - enabling pupils to receive feedback on how to progress
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- Live classrooms enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion.
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- We want to carry over what we know about effective teaching from the live to the virtual environment. This can include clear teacher explanations of new content which are sequenced to build on previous learning, targeted questioning, and scaffolded practice.

We have designed and crafted our remote learning with these in mind. As time goes on and we are assessing the children's progress, our key questions are: What did we know about our children's gaps in learning sustained during the last lockdown and how can we continue supporting those as we do when school is fully open for all? How is our remote learning enabling us to know how successful this is and what might need to be taught on return to school? During our staff meetings, we consider and return to these questions as we adapt to the evolving situation.

### **What happens if my child has to self-isolate when school is still open?**

If your child has to self-isolate, then during that first day, please read with them and ask them questions about the book they have read, practise their times tables using their Tackling Tables log in and take the time to reassure your child and listen to and discuss any questions that they might have. Appendix One of this document (see below) are some questions that you can ask your child about their reading and Appendix Two (see below) is a Coronavirus

book for children that might help. Please also check your access to Class Dojo as that is where the work will be posted and where you will upload your child's work in each subject. If you need any help at all with this, please contact the office. Your child's work for the following day will be posted that evening as your child's Teacher is in class during the day. Work for every other day will be posted the evening before. You are welcome to message your child's Teacher on Class Dojo, but remember that they will be in class during the day and may not be available during the evening but will respond as soon as they can. Your child's Teaching Assistant may also respond. Your child will get daily feedback and their learning will be assessed each day.

### **What happens if my child's class bubble or the whole school is closed to all pupils except the children of critical workers and any other children who are vulnerable?**

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

Our children receive the same curriculum at home as they do in school, in the sense that we continue to cover our own curriculum, which includes but is not limited to the National Curriculum. We have found that we have needed to make some adaptations in some subjects.

For example, in Art and Design, we have altered the unit so that at home children study the artists and incorporate the research based elements. In Maths, some units are swapped around as they lend themselves better to home learning. For Reception and Y1 we are adapting the curriculum to use materials found at home.

### **How long will the work that is set take my child?**

There is around 3-4 hours of work depending on how old your child is.

EYFS/ Key Stage 1: 3 hours

Key Stage 2: 4 hours

The expectation is to upload one piece each subject per day



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If you don't upload the work, a member of staff will call you to see what is preventing this and how they can best support you.

We want to balance the children's coverage of this curriculum with your needs as a family during such tricky times and are sensitive to trying to provide enough learning materials for all, but to support you as families and recognise that having your children learning at home is challenging. We provide daily Reading, Writing and Maths, including daily practise of key skills such as number bonds and multiplication tables. We also provide one or two other subjects, such as Art, History, Geography or Science. For PE, we are part of the Norfolk School Games, Joe Wicks and the BBC website and so there are many PE activities you can try at home and upload your results. There are some areas of some subjects that we cannot cover currently, such as coding in Computing but we will be ensuring that these aspects are covered on return to school.

### **What if my child needs to do more?**

There are always chances to extend your child's learning. We have also sent in our weekly letter to Parents/Carers a list of websites that you can access from home to support and extend your child's learning. These are Appendix Three below. We also use the Oak Academy materials, which can be found on their website on this link:

<https://www.thenational.academy>

We also provide hard copy packs of additional materials to support your child, including a pack of resources such as mini whiteboards, pens, books, hundred squares etc. These are sent home with your child if we know a period of remote learning is commencing, or made available for socially distanced collection if we do not know.

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

We use the following online tools or digital platforms, either for delivery or for assessment. Class Dojo, Zoom, the Nar Valled Federation website, Seesaw, Loom, the Norfolk Music Hub, Youtube, Language Nut, Tapestry, Oak Academy, White Rose, Phonics Play, Dyslexia Gold, BBC Bitesize. Don't worry, there are instructions with the work that is set.

### **If my child does not have digital or online access at home, how are they supported to access remote education?**

We have surveyed all our families and loaned devices to anyone who requires them. We used our own laptops from school and the DfE allocated devices. We also have been fortunate that the Pentney charity has provided laptops for any families from Pentney that were requiring devices. We have also accessed devices to provide internet and data. If there is anyone who finds that they are struggling to get adequate online access, please contact the office and we will resolve this for you.

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

We teach through a combination of live teaching (online lessons), recorded videos made by the teachers, hard copy resources to refer to and the access to online reading books. We also provide a magazine to your home address each month that includes six different reading texts in order to support your child's daily reading. We also use other websites with video clips, such as White Rose, for Maths.

### **Engagement and feedback**

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

As mentioned above, we expect the children to engage with between 3 and 4 hours of learning each day and for a piece of work from English, Maths and one piece from the other subjects to be uploaded each day. We need the children to engage with the live zooms, and to watch the videos. If your child cannot be part of the live zoom for any reason then please contact your child's teacher via Class Dojo or via the school office. Appendix Four of this



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document is a guide for Parents/Carers about safely engaging with Remote Learning.

As a Parent/Carer, you need to do what works for you in terms of how you approach your child's remote learning. We have tried to set work that does not require adult support or as little as possible. However, here are some tips that we have found:

- Try and get some kind of routine, with regular short breaks built in.
- Try and stick to your normal daily routine, with lunchtimes at the children's normal school lunchtime (12-1pm)
- Try and do different things during lunchtime that are not screen based. If your child really wants to use their screen time for their breaks, then keep it to after school time, such as 3.30-4.30 and then switch off.
- However, we know that it is also important for you to have time where your child does not need you so keep yourself feeling positive and calm and if that means letting your child do something they want to do and gives you some space, do it.
- Mental health is vital – if you are struggling, get help. We are always here to listen and signpost support you can access or may be able to help practically. Don't feel alone.

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

Our Teachers and Teaching Assistants between them check the Class Dojo daily and acknowledge all uploads. We will contact you within a few days if we do not see uploaded work; we know that sometimes things happen, so just keep communicating and we will support you.

If we are concerned, we will call you and chat things through and see what can be done to resolve the issue. This could be talking you through how to upload, providing a different way of sending in your child's work or meeting your child on a zoom with you. We have a safeguarding and pastoral team who are supporting families who are in vulnerable circumstances at this time and might contact you regularly if that is helpful.

### **How is my child's work and progress assessed?**

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:

We comment via Class Dojo, we look at their photos of their work and we watch the children's videos. We assess and then upload further video tutorials. We use programmes such as Tackling Tables or Accelerate Reader to provide automatic feedback. We engage in individual or small group zooms for feedback purposes if needed and we ask follow up questions or set follow-up work. We do live whole class feedback where this is appropriate. All our children receive daily feedback in some way on their learning and assessment is continual.

### Additional support for pupils with particular needs:

#### What if my child needs adult support to access the home learning?

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 work with parents and carers to support those pupils in the following ways:

Our SENDCO (Special Education Needs and Disabilities Co-ordinator) Mrs Emma Spaul, calls our families of children with SEND regularly during periods of closure.

The work is differentiated so that your child can access as much as possible. Children who we know would really struggle are likely to be in school, and all our children with Education, Health and Care Plans are offered a place in school and usually take this up.

We also adapt materials where required for sensory need and tailor timetables for those who would have this in school. We provide programs to help such as changing text to speech. We give our families access to programs for SEND children that we use in school, such as Dyslexia Gold. We also regularly forward any information from outside agencies such as Family Action and Dyslexia Outreach. If you can think of anything else you need, please let us know.

For our children in Reception and Year One, most of the day is live online learning, delivered



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by the Teacher, with the children in school supported to join in by the Teaching Assistant.

### **How is my child's work rewarded?**

We are still giving out Team points (Dojo points) and you should still record and upload your child's reading miles as we are awarding those certificates remotely. Keep going, and remember you are doing brilliantly!

### **I've got queries – what do I do?**

Talk to us! We're here to help. Pick up the phone to the school office, use Class Dojo to message your child's class staff directly, send an email to the office or text the office. We can also arrange if appropriate and vital an outdoor socially distanced face to face meeting.

Please continue below for Appendices:

Appendix One: Questions to support reading

Appendix Two: Coronavirus information for children

Appendix Three: Resources to extend home learning

Appendix Four: A Guide for Parents/Carers about engaging safely with Remote Learning

## **Appendix One: Questions to ask your child when reading**



### **Key Stage 1**

#### **Before reading the book:**

Can you point to the title? or What is this? (pointing to the title)

What do you think this story will be about? What might happen in the story?

What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

#### **During the reading of the book:**

What is happening in the pictures?

What has happened so far? Is it what you expected to happen?

What might happen next? How do you think the story might end?

What sort of character is....? Is he/she friendly/ mean/ nice...?

#### **At the end of the book:**

Did you like this book? Why? (Encourage children to develop their opinion about books by encouraging them to explain their reasons)



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What was your favourite part? Why?

What was the most interesting/ exciting part of the book? Can you find it?

What sort of character was....?

Why did that character do ... (give a situation/ event from the story)?

What happened in the story?



### **Key Stage 2**

#### **Before reading the book:**

What do you think this story will be about?

What might happen in the story?

What genre will this story be? E.g. fantasy, comedy, horror.

What do we call the writing on the back of the book? (Blurb) or What does the blurb tell us?

#### **During the reading of the book:**

What has happened so far? Is it what you expected to happen?

What might happen next?

How do you think the story might end?

Who is your favourite character? Why?

Who is the character you like least? Why?

Find 2 sentences, which describe the setting.

Is the plot fast or slow moving? Find some evidence in the text, which supports your view.

**At the end of the book:**

Which part of the story is your favourite / least favourite? Why?

Would you change any part of the story? How?

Would you change any of the characters? How?

Which part of the story was the funniest, scariest, saddest, and happiest? Find some evidence in the text to support your opinion.

Would you like to read another book by this author? Why?

Does your opinion of this character change during the story? How? Why?

If you met one of the characters from the story, what would you say to him / her?

Find 2 things the author wrote about this character that made him / her likeable or unlikeable?

**Appendix Two cannot be recreated here but is on our website.**

**Appendix Three: Resources to extend Home Learning**

CBBC:

A three-hour block of primary school programming from 9am on CBBC. This includes BBC Live Lessons and BBC Bitesize Daily, as well as other educational programming such as Our School and Celebrity Supply Teacher and much loved titles such as Horrible Histories, Art Ninja and Operation Ouch. More information can be found at <https://www.bbc.com/mediacentre/2020/bbc-launches-biggest-education-offer-ever>  
<https://www.bbc.co.uk/bitesize> offers lots of content with videos, quizzes and activities to support home learning. Just click on 'start a lesson' and then pick the year group and subject to get started.

The BBC Teach website is home to thousands of curriculum-mapped videos which are arranged by age-group and subject. <https://www.bbc.co.uk/teach/primary/zd7p47h>



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Fun curriculum linked videos to get you moving while you learn can be found at <https://www.bbc.co.uk/teach/supermovers>

Joe Wicks returns with his exercise routines on 11 January at 9am. The sessions will be available live Monday, Wednesday and Friday on his YouTube channel, The Body Coach TV. The sessions will be saved so you can work out to them at any time.

Try a yoga session at 'Cosmic Kids Yoga' also on YouTube. There are lots of different routines to choose from.

<https://climatekids.nasa.gov/> is a fantastic site to visit for facts, games and activities relating to all things climate. <https://rethinking-ed.org/science-activities-for-parents-primary/> for fun, easy science experiments you can do with your children at home.

The Oxford University Museum of Natural History has a learning zone designed for children. All about animals, insects, fossils, minerals and rocks, there are lots of facts to learn and fun things to do. <http://www.oum.ox.ac.uk/thezone/index.htm>

The Oak National Academy has almost 10,000 free lessons and resources available. Just follow the links to pupil or parent carer sections. <https://www.thenational.academy/>

Find Maths activities and games on the primary student homepage at NRICH. <https://nrich.maths.org/primary>

<https://home.oxfordowl.co.uk/> gives advice and free activities from Oxford University Press. It also has a free library of tablet-friendly eBooks (registration required). A selection of free audiobooks can be found at <https://stories.audible.com/start-listen>

For creativity and fun, check out the daily 'Ten Minute Challenges' set by best-selling authors and illustrators. <https://authorfy.com/10minutechallenges/>

Family activities to support online safety while children are working at home can be found at <https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets>

<https://anitacleare.co.uk/homeschooling-tips-for-parents-working-from-home/> gives ideas to support home learning. <https://www.parentkind.org.uk/For-Parents/Parent-Hub/Supporting-Learning> lots of support and ideas to help parents get involved with the

<https://literacytrust.org.uk/family-zone/>

## **Appendix Four: A guide for Parents/Carers to engage safely with remote learning**

### **Online Home Learning Guidelines for Parents and Carers**

Make sure your child understands and is aware of the pupil guidelines

Answer the phone to school staff or return calls, messages or emails. Staff may call from withheld number

Supervise your child's internet use and online learning – make sure you are aware of what they have been asked to do and the websites they need to access.

Make sure you know who your child is talking to or messaging.

If a member of staff calls to speak to your children – check that you know who they are, speak to the member of staff yourself before your child talks to them, stay in the room while your child is on the phone.

Guidelines for All Video Calls and Video lessons

The parent or carer must make sure their child and other members of the household are aware the video call is happening,

Staff, children and other members of the household must wear suitable clothing

Devices used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.

Language must be professional and appropriate, including any family members in the background.

The same expectations apply for remote teaching and conversations as normal school conduct

Staff will only ever video call a pupil with prior agreement with parents and the head teacher or deputy. This will always be at a pre-arranged time. The times of all video calls and lessons will be published on google classroom and logged.

Parents will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the group conversation.

Wherever possible 'live' classes will be recorded and stored on google drive so that if any issues were to arise, the video can be reviewed. Parents and children will be asked to confirm they are aware of this and give consent at the start of each session.



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### Group Video Lessons

These will be group conversations only or webinar

If your child takes part in a group video conversation, they can be seen by the teacher and other pupils (and members of their household) that are part of the conversation

Parents will need to give consent for their child to be part of a group video lesson

Parents will need to appear on screen at the start of the lesson to confirm they give consent for their child to be part of the group conversation

If the teacher has any concerns about children (or other members of the household) using unsuitable language, dress, location, the conversation will be ended and concerns will be recorded and passed to the head teacher or deputy head

Live classes should be kept to a reasonable length of time and should take place during normal lesson times.

### 1:1 Video Conversations:

Staff will only ever video call a pupil with prior agreement with parents and the head teacher or deputy.

This will be at a pre-arranged time and day.

The staff member will speak first with the parent or carer to check they are aware of the call. The parent or carer must stay in the room.

