






KEY INFORMATION ABOUT OUR REMOTE LEARNING OFFER





The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19). 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.

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?

-  The class work shared via Seesaw (those not able to access the internet, see section below)
-  TT Rockstars access available
-  Clear instructions shared for the first two days along with any information about access to food for those entitled to Free School Meals.

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, we have needed to make some adaptations in some subjects.
-  Class teachers will set at least three pieces of work each school day to include – 1 English activity, 1 mathematics activity and 1 other activity e.g. science, geography... (Minimum of three hours)
-  Teachers and teaching assistants will look at individual responses and give feedback through the comment feature between 9:00 – 15:30 each school day.
-  Children will be expected to read daily and those with access to TT Rockstars to practice daily.

Remote teaching and study time each day

We expect a minimum of three hours a day of work for the children. We are not providing live lessons as many of our families have more than one child but only access to one device to support learning or able to support one child at a time.

Raynville Academy
Cross Aston Grove, Bramley, Leeds
LS13 2TQ

Tel: 0113 2579590
admin@raynvilleacademy.org.uk

Principal: Mr A Midgley LLE
Vice-Principals:
Miss G Balsdon & Ms J Hopwood

MAT CEO: Mrs A Bennett
Chief Operations Officer: Mrs J Firth
Chief Finance Officer: Mrs A Rawson



Accessing remote education

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

The majority of our remote learning will be accessed via Seesaw (if you are unaware or unable to access, please contact us for support) and via TT Rockstars. We may signpost you to sections of the Oak Academy website to complement our learning.

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 are able to access a government set of laptop/tablets for lending to families – more information available by contacting the school office – 0113 2579590 or email admin@raynvilleacademy.org.uk
- 🌐 We also have access to a number of 4G SIM cards
- 🌐 We are able to lend out devices for the period of time a child is isolating.
- 🌐 Families can access any printed materials needed if they do not have online access by calling the school and arranging for it to be delivered.
- 🌐 Pupils can submit work to their teachers if they do not have online access by calling school and arranging collection

How will my child be taught remotely?

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

- 🌐 recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 🌐 printed paper packs produced by teachers (e.g. workbooks, worksheets)
- 🌐 textbooks and reading books pupils have at home
- 🌐 commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 🌐 long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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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?

Raynville Academy is committed to working in close partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Raynville Academy School would recommend that each 'school day' maintains structure. There will be three 'lessons' a day if child are expected to remain at home. The school day will mirror the timings of a usual school day to support children with a sense of routine.

We would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

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

- 🌐 Teachers will be checking the logs for Seesaw and TT Rockstars daily and the leadership team will have an overview of this.
- 🌐 The staff and pastoral team will be making regular phone calls or visits (appropriately) to support those without access to the online learning or struggling to follow it.

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:

- 🌐 Staff will keep children informed of their progress daily with celebrations and next steps.
- 🌐 Children causing a concern will be offered further support
- 🌐 Any significant issues will be referred to the pastoral team.

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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 – we take pride in knowing all our children's' individual needs and knowing our families well. Through this, children will get a more bespoke offer where needed.

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 pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects set by the teacher. This also includes providing feedback regularly and regular contact from our pastoral team.



Remote education provision: information for parents

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 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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)
- We teach a different curriculum remotely to that which we teach in school. For example, (please summarise the nature of the remote curriculum and how and why it differs from the in-school curriculum)

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:

| | |
|----------------------------|---|
| Primary school-aged pupils | (Number of hours – there are minimum expectations for remote provision. Consider breaking this information down by key stage or year group if applicable) |
|----------------------------|---|



| | |
|--|--|
| Secondary school-aged pupils not working towards formal qualifications this year | |
| Secondary school-aged pupils working towards formal qualifications this year | |

Accessing remote education

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

If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- how pupils can access any printed materials needed if they do not have online access
- how pupils can submit work to their teachers if they do not have online access

How will my child be taught remotely?

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



In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

In this section, please set out briefly:

- expectations for pupils' engagement with remote education
- expectations of parental support, for example, setting routines to support your child's education

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

In this section, please set out briefly:

- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers



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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work

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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.