

# Remote Education Provision: Information for parents

## The Mendip School: Quick guide to distance learning for parents

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from distance learning where national or local restrictions mean that some pupils will be working at home.

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

### School will:

In the event of pupils isolating or requiring distance learning we will;

- Teach the same curriculum remotely as we do in school wherever possible. We may need to make some adaptations in some subjects to meet the needs of our complex learners.

### How communication will occur

- Class Dojo
- Email
- Telephone calls
- Live class meet ups via Microsoft TEAMS
- Live teaching via Microsoft TEAMS



### Technology systems to be utilised

- Class Dojo
- Office 365
- Microsoft TEAMS
- Nessy
- Accelerated reader
- TT Rockstars
- Evidence for Learning (EFL)



We recognise that some pupils may not have suitable online access at home. School will support families in providing laptops to borrow. If families prefer hard copies of activities we will provide this.

### How your child will be taught during distance learning

- A daily schedule of activities using visual resources familiar to pupils
- For Key Stage One we will provide approximately 3 hours learning a day
- For Key Stage Two we will provide approximately 4 hours learning a day
- For Key Stage Three and Four we will provide approximately 5 hours a day
- Activities will be posted via Class Dojo and Microsoft TEAMS, depending on the needs of the group
- Daily contact with class staff through familiar structures and activities, such as morning routines
- Live teaching using TEAMS
- Pre-recorded teaching input
- Differentiated tasks and activities suited to individual learning needs
- Life skills activities suited to individual learning needs
- Specialist teaching such as art and cooking
- Text books

- Links to online resources
- Therapeutic activities such as THRIVE, Speech and language therapy, Play therapy, Music therapy
- For some pupils live access to THRIVE, Speech and language therapy, Play therapy, Music therapy
- Weekly check-ins from Parent Support Advisers for families identified as vulnerable
- We will continue to work on pupils EHCP targets and track their learning journey

How we will support pupil engagement and progress

- We will make at least weekly contact with families at home
- We will ask families to upload pupil work to Class Dojo, TEAMS or EFL. We will provide feedback on this learning
- We will use work completed at home along with work completed in school to measure progress
- We will ensure activities are familiar to our pupils and fun and exciting where possible
- We will track pupil engagement in distance learning and provide support where appropriate

How families can support their child’s learning

- Use a white board or pen and paper to create a timetable for the day following our home learning schedules
- Set times for breaks and exercise
- Be realistic about what your child can achieve at home
- Do what you can, don’t be hard on yourself if not everything gets done
- Share some of their work with us, our teachers would love to give some feedback
- Look after your own and your child’s wellbeing by enjoying the time spent together
- Keep in touch with us, we are happy to help in any way we can, we will be missing your child!

Distance learning for self-isolating pupils

We will use our distance learning systems for all pupils whether isolating or parental choice to stay at home

How we will work with other professionals to support families

- We will continue to work with other agencies and professionals to support your child
- We will facilitate direct sessions with other professionals if they are deemed essential to the pupils needs
- We will support families with access to home to support outside of the school community

Our learning schedule: Examples

**For Key Stage 1**

<b>Tuesday - 26.1.2021</b> <span style="float: right;"><i>Blue class</i></span>	
<b>Daily Timetable</b> 	
<b>Hello song</b> I will film our hello song and post it for you to watch at home. We will aim to do a Teams video call on a <b>Monday</b> and a <b>Wednesday</b> . This session is taught by Rachel. Real PE logos were sent out last week, please let me know if you need this sent again. You could also try: - Andy's Wild Workouts <a href="https://www.bbc.co.uk/1/teach/2019/01/andy-wild-workouts-series-1-1-under-the-sea">https://www.bbc.co.uk/1/teach/2019/01/andy-wild-workouts-series-1-1-under-the-sea</a> - Comic Kids Yoga on youtube, <a href="https://www.youtube.com/results?search_query=comic-kids-yoga">https://www.youtube.com/results?search_query=comic-kids-yoga</a> if you did this last week, try a different story! - Just Dance Kids videos on Youtube, copying their moves! <a href="https://www.youtube.com/results?search_query=just-dance-kids">https://www.youtube.com/results?search_query=just-dance-kids</a>	
<b>PE</b> Here is a link to a bank of stories read by Mendip school adults. It is new so hopefully it will work! <a href="https://osswestschool.org.uk/wordpress/wp-content/uploads/2020/01/OSW-Story-Bank-2020.pdf">https://osswestschool.org.uk/wordpress/wp-content/uploads/2020/01/OSW-Story-Bank-2020.pdf</a> Or you could read a story to your child at home / find one on Oxford Owl <a href="https://www.oxfordowl.co.uk/login?active-tab=students">https://www.oxfordowl.co.uk/login?active-tab=students</a> Username: <b>Mendipblue</b> Password: <b>bluestory</b>	
<b>Story</b> 3 word building focus words will be messaged. Please practise writing these words after they have built them. Can they put the word into a sentence? <b>Symbol Search:</b> will message a personalised symbol search grid. Please print or draw this out for your child to trace each letter. For symbol search, you say the sound e.g. can you find 'ssssssss' and the child finds 'v' and traces it, saying the sound. Make sure we are saying the sounds, not letter names. <b>Speed read!</b> I will also message this over. See how many words your child can light read / segment and blend to read in 1 minute / 30 seconds. These are a <b>split below</b> as they should be confident with all of the sounds, <b>not</b> learning new ones in this game.	
<b>Phonics</b> After lunch time play, we come back into the classroom and find something to relax us. This can be listening to <b>relaxing music</b> , reading a book, colouring a picture, watching a cartoon etc.	
<b>Relaxation</b> This lesson is taught by Sarah. Blue class will be baking <b>Biscuits</b> this week <b>Ingredients:</b> -50g butter or soft baking spread - 75g granulated sugar -1 small egg yolk - 30g plain flour Feel free to add a handful (25g ish) of: chocolate chips, raisins, flavour with some orange rind, smarties, popping candy, chopped up fudge, or anything else you would like to add. Thanks, Sarah.	

<b>Movement</b>	Choose three Go Noodle songs for movement. Each child has their own favourites. <a href="https://www.youtube.com/channel/UC2YBT7HqCbvzu3kKZ3wnw">https://www.youtube.com/channel/UC2YBT7HqCbvzu3kKZ3wnw</a>
<b>Phonics</b>	Check out the x sound <a href="https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/z7p3pg8">https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/z7p3pg8</a> Remember you can re-visit any sound you are unsure with. Complete the worksheet for X sound. Those who are confident check out the <b>ga</b> worksheet.
<b>English</b>	Sentence of the day—use colourful semantics to support your writing Today we will be introduced to a new story—Wake up time at Bumble farm. There is a <b>powerpoint</b> to read through at own leisure and a recording of me reading it also. Listen or read and then can you identify who is in the story? 
<b>Lunch</b>	Some time for yourselves 
<b>Reading</b>	Find time for some individual reading, what is your favourite book? Check dojo for a story by myself—Emma Jane's Aeroplane