

Information about our remote education

January 2021



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 document.

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?

Pupils will have access to further additional work set on Bug Club, TimesTables Rock Stars, Numbots and Spelling Shed. Pupils have their log in details as this is the usual weekly home learning set.

Teachers will additionally provide English, Maths and Topic related learning that continues on from the learning journey in school.

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 endeavour to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have had to make some adaptations in some subjects. For example, P.E. & Science as some concepts may be difficult to teach remotely. In addition, some areas of the PSHE curriculum which may be more sensitive to teach.

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 from DFE guidance* -	*Primary: 3 hours a day, on average, across the school cohort. We would not expect pupils to sit for a 3 hour block but this time be broken up during the day into smaller time allocations. The length of the time would increase with the age of the pupil. e.g. a pupil in year 1 may only have an initial learning session of 15-20 minutes whilst a pupil in Y5 may focus up to 40 minutes.
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Accessing remote education

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

All remote learning will be published on our Dojo app and school website.

Here is a list of the usual platforms that we already use in school and to support weekly home learning.

- Bug Club Reading online resource
- TimesTables Rock Stars KS2 online timetables and Division
- Numbots – KS1 online Maths programme
- Spelling Shed online spelling programme

In addition teachers will send links to any resources that will support 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:

- If you do not have a device or a device that is suitable for home learning please contact your child's class teacher. We issued questionnaires in the autumn term to help us identify families that may need support and will use the responses we received to address this.
- When a device is available we will contact families to arrange delivery of the device. The device will be set up ready for use. We will provide a telephone call to assist with any issues or support.
- If pupils do not have access to a device or internet connection we will offer them a vulnerable pupil place in school to enable them to access learning. All our remote learning has the option of online tasks and paper task completion.
- Pupils submit their work on Class Dojo. This can be done by taking a photograph of the work using a mobile phone and uploading it on to the pupil's portfolio. Pupils in KS2 are taught to do this independently in school. Alternatively if parents do not have a mobile phone or tablet, work can be posted to school or left in the main school reception.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Pupils will all receive a learning grid that shows the learning for the week in all subjects. Tasks are varied to support the varying needs of the pupils. Tasks are a mixture of online or practical. You can choose which activities you do in any order and are given the week to complete them.
- live teaching – these are 1 to 1 sessions with pupils and not whole class.
- recorded teaching (e.g. Oak National Academy lessons, BBC bitesize video/audio recordings made by teachers)
- textbooks and reading books pupils have at home

commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- We expect all pupils to engage with remote education
- We expect parents and carers to support with remote learning. This can be making a timetable or schedule for their child. Setting aside some time dedicated for learning and asking for support from school if needed.
- Finding a space for your child to complete tasks e.g. dining room table, clearing a space at a coffee table, for older pupils a desk in their bedroom may be appropriate.
- We fully understand and appreciate that devices may be shared at home so it is important a timetable is established. Parents may also be working from home themselves and we understand the pressures this will bring.
- We ask that parents stay in contact with the class teacher and respond to any messages or telephone calls. We are here to support families.

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

- We will keep a weekly register of pupils who are engaging and submitting work. If a pupil is not engaging we will message and or call parents to see how we can support further.

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:

- Pupils will get weekly feedback, sometimes if appropriate, it may be daily.
- Teachers will give whole class and individual feedback.
- Feedback will be given on Dojo whole class feed or private messaging. Teachers may also telephone or zoom call pupils.

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 an EHCP or additional learning needs will receive learning that is matched to their need. Additional support may be given via telephone or 1 to 1 zoom calls.
- Some interventions may be appropriate to deliver 1 to 1 via zoom.
- Pupils in Reception and year 1 will receive learning grids that are very much practical / play based. Phonics and Number will be taught via pre-recorded lessons from the teacher. We will also send home weekly story telling from the 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?

We will provide learning that is matched to the curriculum in school. The learning will be sent home via Dojo and you will receive daily communication from the class teacher. Support will be negotiated with parents depending on the child's need and level of support that can be provide by parents or carers.

Pupils who are unwell will not be expected to complete remote learning tasks.