



Aberford C of E Primary School

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 where national or 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?

On day one of a bubble closure, work will be sent to all pupils via ClassDojo. This may be by attached files or signposting the children to the remote learning section of our school website.

Maths will continue to follow the White Rose scheme and teachers will ensure the correct lesson is sent to each year group so that they can access the correct lesson in the sequence.

Phonics will be sent to Reception and Key Stage One and teachers will signpost children to their allocated groups' learning so they are completing work at the correct phase.

Literacy and foundation subjects work will also be sent as attachments via ClassDojo or children may be signposted to links on the Remote Learning section of the school website.



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.
- For maths, we are following the same planning and structure as we normally do at school. This means that we have been able to continue the daily lessons at the correct lesson in the sequence for each year group in school. We are also continuing at this same pace for the Critical Worker children in school so that all children continue to make progress at the same rate.
- For phonics, we are doing the same and are setting work for each group online so that each day, the children both in school and out are accessing the correct lesson in the sequence for the phase they are at.
- In literacy, we are using the Oak Academy units of work during closure and bubble closures. These are matched to each class's age and stage and teach literacy skills progressively. They differ from our usual teacher-led literacy teaching approach in school but match the objectives that the children would be taught. They offer a range of reading, grammar, spelling, punctuation and writing focus lessons throughout a unit.
- For PE and sport, we are asking children to participate with lessons being provided online, such as PE with Joe Wicks sessions, and provide the link each week for children to access easily.
- In foundation subjects, we are currently using the Oak Academy schemes of work primarily, supplemented by planning and resources produced by each class teacher. This has been sequenced into weekly timetables that we update each week on our school websites and children are bookmarked towards it each week so that they can access it easily.

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:

Key Stage 1	3 to 4 hours of work will be set per day. We expect children of this age to complete at least 3 hours but understand that these hours may be completed at various times of the day.
Key Stage 2	4 hours of work will be set per day. We expect children of this age to complete at least 4 hours but understand that these hours may be completed at various times of the day.



Accessing remote education

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

ClassDojo is our main online learning platform, supplemented by the Remote Learning section of the school website as some files are too large to be attached to Dojo. In these cases, Dojo is used to bookmark parents to the appropriate link.

A 'Meet and Greet' session will be recorded by class teachers each morning and uploaded to each class's ClassDojo page. This acts as a registration prompt and all children working at home respond to this post to 'check in' for work. Children and parents have had instructions on what to do here. Any children who have not checked in are then contacted by the business manager for a welfare check and to remind them that it is an expectation that they complete the work. During this session, class teachers can also provide feedback on any common misconceptions from the previous day's learning.

Class pages on ClassDojo signpost children to their allocated work and files can be attached here.

A weekly timetable for each class is uploaded to the Remote Learning page and children click on each session to be taken to the pre-recorded teaching videos and/or files needed for that lesson.

In Reception, work is set through Tapestry and the class teacher responds individually.

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 a small school and liaise closely with all our families regarding their ability to access work remotely.
- The school business manager has been in telephone contact with all families who have needed support in this area and has made arrangements to suit each case.
- At present, all families have access to some kind of digital device which can be used to access our lessons. The business manager has given instructions and advice by telephone on how to do this.
- Some families have requested paper worksheets to supplement the digital lessons as they do not have printing facilities at home. In such cases, they are able to collect a pack from school on a weekly basis.



How will my child be taught remotely?

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

- In Reception, the main teaching platform is through Tapestry. Teaching is a blend of pre-recorded lessons, worksheets, phonics activities, instructions for creative tasks, videos of their class teacher reading a story and craft-based activity packs that the teacher will deliver.
- In Key Stage 1 and 2, Maths, Literacy and foundation subjects will be delivered by pre-recorded teaching, either from White Rose Maths, Oak Academy or recorded by the class teachers in school.
- Printed paper packs are available upon request to supplement the recorded lessons where families cannot print work but do not fully replace the video lessons.
- Class teachers are delivering story time from their class novels via video recordings and signposting children to this via ClassDojo.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences are used for subjects such as PE with Joe Wicks.

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?

- All pupils are expected to check in with the Meet and Greet session each day.
- Some families have established different routines for this, depending on whether they are working at Grandparents' homes or are learning on an evening. This means that they check in at another time during the day or week and this has been agreed with their teacher.
- Pupils in Key Stage 1 and 2 are expected to upload their maths, literacy and phonics work to their private portfolio on ClassDojo each day. Again, some families have pre-arranged agreements to upload work at separate times to suit family needs. This is still checked on by teachers and chased if they do not complete it.
- Children in Reception are expected to upload videos, photographs or completed work to Tapestry each day.



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

- Teachers ensure all children working from home check in with the Meet and Greet session on Dojo each morning. Any child who does not check in receives a welfare call or message.
- Each child in Key Stage 1 and 2 has a daily portfolio for maths and Literacy on their ClassDojo account. They need to upload their completed work in these subjects to these each day. They have received instruction on how to do this and can photograph it using a phone and attach the photo if they have limited technology. Class teachers chase children who have not uploaded their work by private message or by telephone.
- Some families have arranged with school that they will be completing the work at different times of the day or the week due to their own working from home arrangements and upload work at different times. This is perfectly acceptable and class teachers stay in close contact with these families to offer help and support as needed.

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:

- Class teachers are providing feedback directly to each pupil for the work they have submitted through the child's individual daily portfolios.
- General feedback on any common areas is given the next day to the whole class in the recorded Meet and Greet session by the teacher.
- In Reception, the teacher responds individually to photographs and videos that the children have uploaded to Tapestry on a daily basis. She then sets the next stage reading book for them based on the recordings of their reading and also gives general feedback to other areas of learning.

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 SEND will be sent work that matches their current level of ability and that will support them to make progress at their level.
- Class teachers are liaising with pupils with SEND individually, initially through ClassDojo but also by email and telephone where required, to give support, further feedback and guidance.
- Speech and Language support through Chatterbugs will continue to be provided directly from Chatterbugs to children on their caseload whilst they are working from home.

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?

During National Lockdown, the offer for any child self-isolating is the same as detailed above for all other pupils.

In the case of school being fully open, any pupils self-isolating will be provided with the same work that their peers in school are receiving. This will be sent to them through their ClassDojo account and will need to be uploaded to their individual portfolio on Dojo to be marked.