



## 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 the first instance, pupils will have their school reading books with them and should read daily. They also have access to EdShed for spellings and maths and can complete any activities assigned to them. They also have a Purple Mash login and can access learning there. We would also recommend having a look at the Home Learning Activities on White Rose Maths that are free – please do not pay for a subscription, as we have a school one and will be able to download the 'paid for' resources once we get up and running.

Class teachers will make every effort to post details of learning on their class story of Class Dojo as soon as possible, so keep an eye on this throughout the day as it will be updated.

### **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 example, we will make greater use of worksheets for remote learning than we would in school as these can support pupils to work independently.

There are also some subjects that families would struggle to provide resources for such as DT, art or science. In these cases, these subjects will still be taught, but will not be the same as we would teach in school.

## 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:

<b>Early Years (Nursery and Reception)</b>	<i>2-3 hours maximum</i>
<b>Key Stage 1 (Years 1 &amp; 2)</b>	<i>3 hours</i>
<b>Key Stage 2 (Years 3-6)</b>	<i>4 hours</i>

## Accessing remote education

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

We use Class Dojo to publish details of work children need to complete each day. Parents and children are familiar with this platform and older children have completed training to enable them to access their class page and their own portfolio. Details of the work to be completed is posted daily, either to the Class Story or to the child's portfolio. Some of the work can be completed online, with no need to print out worksheets. Some of the work needs to be done on paper. All pieces of work need to be photographed or saved and returned to the class teacher via the child's portfolio. Children have been shown how to do this and have practised in the Autumn Term through homework assignments delivered in this way.

Some tasks are completed on Maths Shed or Spelling Shed, with each child having their own login details.

### 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 loan devices, either a laptop or a tablet, to children who do not have their own device for school work. A 'Device Loan Agreement' must be signed prior to parents taking the device from school.
- In some cases, we are able to issue or lend devices that enable an internet connection (for example, routers or dongles). Please contact us if you need us to organise this.
- If families are unable to access the work online, they should contact the school to discuss how support can be given through printed work.
- Pupils who do not have online access can submit work to their teachers by bringing it into school. This ideally should be daily, but work should be brought at least once a week for marking and so teachers can monitor progress.

## How will my child be taught remotely?

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

Our remote learning offer is via a mixture of approaches, as we recognise that everyone's circumstances are different and just like in school, pupils respond to a range of teaching methods as each person's learning style is different.

Some examples of remote teaching approaches:

- live teaching via Zoom lessons – a minimum of twice a week for all children learning from home.
- recorded teaching; we have found it to be useful if pupils can access videos which explain their learning and we are able to provide this in a number of ways to suit the lesson content. e.g. 'explainer videos' made by class teachers to talk you through a particular lesson, maths lessons on White Rose Maths and associated work, Oak National Academy lessons for science and foundation subjects. Teachers may also direct children to BBC Bitesize for particular areas of the curriculum or to Maths Frame games for extra practise of maths skills.
- Maths and spelling practise on Maths Shed and Spelling Shed – each child has a log in and teachers assign activities to each child according to their needs.
- Most of our children, particularly from Year 2 upwards, will be able to edit any worksheets sent to their portfolio and return them via the portfolio, removing the need for any printing of worksheets. Some parents may like to print out the worksheets so that children can complete them with pens or pencils before photographing and returning them online. We are also able to print out copies of worksheets in school, for parents to collect. Please ask if you need us to do this.
- Children should continue to read as much as possible while they are at home. Physical books at an appropriately challenging level are ideal, but you may wish to access the free resources on the Oxford Owl website. We are able to change reading books if needed – please contact class teacher to arrange.

## 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?

Engagement with remote learning is not optional and is vital to each child's ongoing educational progress and attainment. Too much learning time has been lost in the last year and your teachers spend a lot of time each day devising suitable online content for effective remote learning, with the needs of families and children in mind.

#### **Expectations for pupils**

- We expect that each child, every day, will complete all the learning set for them on their Class Dojo portfolio or the class story, spending the amount of time indicated above as a minimum, to complete the work.
- We expect children to attend the Zoom lessons at the times they are invited by their teacher. This will be twice a week at least.
- We expect that all children's work will be uploaded to their portfolio every day so that teachers can monitor engagement, quality of work and progress and give feedback as they would in school.
- We expect children to respond to feedback and complete any improvements to their work that teachers ask for, as they would in school. This should then be sent back via the portfolio.

#### **Expectations for parents**

- First and foremost, parents should ensure that they have put suitable arrangements in place for their child to access the remote learning according to the family's circumstances and in line with the arrangements outlined above about access to remote education.
- Parents should support their children in developing good routines, for example, getting up, having breakfast and getting dressed just as you would on a school day.
- There should be designated times when school work starts and times for breaks and lunch, as there would be during a normal school day.
- Parents should check that their child has completed all their work each day and that work has been uploaded to the portfolio.
- Parents should also monitor the quality of their child's work to ensure it is of a suitable standard.
- Children in Year 3 and above, we feel, have the skills and maturity to access their Class Dojo portfolio independently each day and complete the work set for them. Parents should not need to sit with children and do the work with them.
- Younger children will need support to complete their learning tasks each day as some of these will be games and will often be of a more practical nature because of the age of the children. Teachers will provide a range of activities, some of which children will be able to do on their own.

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

- Teachers will monitor and respond to all work submitted via the portfolio every day. They will keep a record of all work completed so that engagement can be monitored.
- where engagement is a concern, teachers will firstly message children and/or parents on Class Dojo informing them that they have not received work and offering support.
- if work is not submitted following the first message, on the second day, teachers will telephone parents to explore any issues and offer solutions.
- The headteacher will be informed if the issues cannot be resolved.

## 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 receive daily feedback on all their work.
- Each piece of work submitted will be acknowledged in some way. Teachers will address misconceptions as they would in school and may ask pupils to improve their work if necessary.
- Effort will also be acknowledged.

## 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:

- We are happy to speak to individual families about how best to support you and your child remotely if they have SEND.
- Learning and activities will be differentiated to meet the needs of each child appropriately if required.
- We will share strategies and ideas with parents on a one-to-one basis to enable you to make the best use of your child's time at 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?**

If you are able to join a lesson via Zoom, then we will be able to facilitate this for some or all lessons in class during the day, depending on the content and age of the children. Your teacher will let you have a list of times when you need to join the class and the necessary joining details. This will probably work by having you join the introduction to the lesson, for 15 – 20 minutes and then leaving the call to complete the work set by your teacher independently. You should then submit completed work via the Class Dojo Portfolio.

If you are not able to join your class via Zoom, then your teacher will set a day of learning activities, similar to those being covered in your class so that you do not miss the sequence of learning.

All work completed whilst you are self-isolating should be returned via your portfolio on Class Dojo. Your teacher will be able to give you feedback once the school day is finished and you may be asked to do some 'fix-its'. Make sure that you do these and return them to your teacher.