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 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?
• Information will be shared on Class Dojo, School Comms and email regarding the arrangements for remote education. • Work will be provided for the children using Class Dojo, TT Rockstar/Numbots and Spelling Shed, by the class teacher. Children are already familiar with these platforms and use them currently in school. Teachers will upload a suggested daily timetable allocating timings and an overview of the activity. • Children will receive a reminder of their usernames and passwords to access the materials. SeeSaw passwords will also be sent with reminders.
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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. • Daily lessons will always include Maths, English, Reading/Phonics and as much of the foundation curriculum as possible. • Work for foundation subjects will take into account equipment that is readily available at home.

Daily remote teaching and study time		
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:		
EYFS 2 hours	Years 1-2 3 hours	Years 3-6 4 hours
Accessing remote education		
How will my child access any remote education you are providing?		
Nursery and Reception • Nursery and Reception children will access learning using Class Dojo and Portfolios. Identified children will receive learning packs where remote access is limited. Learning packs will include the same content as the Dojo lessons being shared. Videos and models to support learning		

will be uploaded. Work will be uploaded daily at 9am. Class teachers are available throughout the day to support.

Years 1-6

- Children in years 1-6 will use SeeSaw as their main remote learning platform. Seesaw is compatible with Chromebooks, computers, iPads, iPhones, Android tablets, Android phones and Kindle Fire tablets.
- Parents will need to download the app and the children can access Seesaw by using a home learning code (a 16 digit code that is entered once). Support for parents on the website and shared on Dojo.
- Learning packs will be created and provided for children where remote access is limited or at the request of a parent. Children will submit work using Seesaw for feedback and editing. Where learning packs are used, it is expected that they are returned to school at the end of the specified period and photographs are uploaded to show engagement onto Class Dojo. Work will be uploaded daily at 9am. Class teachers are available throughout the day to support.

The expectation of learning activities will be:

- Daily Reading learning activity (Key Stage 2)
- Daily Phonics lesson (Foundation Stage and Key Stage 1)
- Daily English learning activity
- Daily Maths learning activity
- Daily Foundation learning activity for one of the foundation subjects linking to the children's current curriculum content in school (Science, History, Geography, Computing, Art, PSHE, RE, PE)

Zoom Meet Ups/Zoom reading together.

- Zoom links will be shared with specific groups from years 1-6 weekly to get together to hear stories and celebrate success.

If my child does not have digital or online access, 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 pupils do not have access to devices or internet connection, teachers will provide essential resources / Learning Packs which would be placed in the collection box outside the school office when a collection date and time has been arranged. The work can be returned/submitted in the same way.

- Depending on demand, devices may need to be shared between households to ensure as many children as possible have some access.

- Parents will need to sign our 'IT Equipment Loan Agreement' before devices will be distributed.

- Depending on the number of requests from parents of disadvantaged children, there may be the opportunity to provide devices to other families who do not fall within the 'disadvantaged' category but also have no access to devices. Priority for these devices will always be for disadvantaged children, so should we receive new requests from disadvantaged children, the devices will need to be returned.

How will my child be taught remotely?

Using guidance from the EEF (Education Endowment Fund) regarding effective remote learning strategies, we will apply them using the following platforms:

- Class Dojo-EYFS-Work shared daily with families

- SeeSaw - Powerpoints and templates to scaffold learning. Voice notes and instructions to model and demonstrate a metacognitive approach to thinking about learning.

- Recorded teaching -some Oak National Academy lessons, video/audio recordings made by teachers in EYFS to model and demonstrate objectives

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

- Learning Packs-broken up weekly/daily supported with voice notes and videos-same curriculum content as online offer.

- Apps and online educational tools-used in school/Remote education

Maths No Problem/White Rose Maths/NCETM Guidance from the DfE
Spelling Shed
Read Theory (Y6)
Oak Academy
RWI Phonics-virtual classroom
TT Rockstars/ Numbots
CHS class blogs
Purple Mash
Go Epic
Oxford Owl-Online reading record system

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?

Expectations for children and families:

Online learning

- Activities should be completed each day and sent to the teacher for feedback.

- Children should aim to submit a piece of learning for each of the lessons.

- When feedback is given, children should aim to revise and edit work, this should be re-submitted as soon as possible.

- Children should try their best and contact the class teacher if they are unsure-do not sit and struggle, the teacher will always support.

- Try to manage distractions and complete the work to a high standard. Parents can support here by creating a timetable and encouraging time away from the screen.

- Contact the school if there is a problem engaging with the school's offer.

- Continue to read at home and log reading using the remote link.

Learning Packs

- Complete the packs to a good standard.

- Return the packs to school at the end of the allocated period.

- Collect a new pack and where possible upload photographs to Class Dojo, sharing outcomes with the class teacher.

During Zoom meet ups-Yr1-6

- Be Ready, Respectful and Safe, as you would behave in school.
- You should be dressed appropriately for all sessions and ensure the camera is on, but the mic is off unless asked to contribute.
- Join the meeting at the scheduled time.
- Only the child should be visible on the camera, not family members.

How will you check that my child is engaging in remote education and how will I be informed if there are any concerns?

Engagement

- Class teachers will record completion of work daily.
- Remote Learning leads will analyse data weekly.
- Class summary statements will be produced weekly identifying and recognising achievement and areas for development.
- Weekly phonecalls to discuss the remote learning and offer support.

Communicating concerns

- Phonecalls will be made to individuals to discuss the concerns.
- Direct messages using Dojo.
- Letters from SLT to families where serious concerns are noted.
- School comms and email/School story on Dojo- where whole school issues are raised.

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:

SeeSaw
- Individual written feedback will be given as soon as possible after the completion of the activity. The school's marking codes will be used or a more detailed response for longer tasks. (A* AA ?)
- Verbal feedback using voice notes attached to the work.
- Whole class feedback using voice notes and models where specific issues are identified. This will be shared at the beginning of the following day's learning with a retrieval activity to complete.

Learning packs
- When photographs of work are uploaded, teachers will directly message individuals to give written feedback.
- When learning packs are returned-written feedback and celebration of effort will be completed using the proforma.

Class Dojo
- Using Portfolios-Class teachers are able to give feedback and ask questions to delve deeper.

Assessing knowledge
- Retrieval quizzes will be used to assess understanding.
- Targeted questioning

Additional support for pupils with additional 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:

- Teachers will scaffold and provide support materials for children with SEND.
- Differentiated learning packs will be created to support individuals.
- Virtual phonics teaching aimed at the child's group rather than as a whole class.
- CPA materials to support maths/practical equipment where requested.
- Providing example routines for home learning, to take into account individual needs. Now and next and visual timetable materials available on website and shared with individual children.
- Support / advice for parents around motivation, engagement, behaviour, strategies, well-being, growth mindset, good mental health and routine.
- Information about websites/ organisations that can offer further support.
- Learning tasks are accompanied with written explanations additional audio notes or links to video clips / websites to support understanding.
- Mentor phonecalls to support individuals.

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 instances where individuals are self- isolating, on the first day, a member of the year group staff will contact the family to evaluate the level of access to online learning. They will provide suggestions for learning activities for that day and set expectations for future provision.
- Online learning will then be uploaded to Seesaw daily until that child returns. The work uploaded will match the current classwork where possible, with annotations and voice recordings made, this will ensure that children can access the work independently without teacher intervention. Support staff are also available to contact the family at regular periods to support. Class Dojo will also be used in the same way where work for children self-isolating is uploaded.
- If the child does not have any access to online learning at home, a learning pack will need to be collected on Day 2. This should be returned at the end of the period of isolation to be discussed with the class teacher and feedback given.