

Our School Remote Learning Statement

Aim: To ensure all parents are clear of school expectations for home school remote learning for children who have to self-isolate, or where local or national restrictions mean that children need to stay at home.

Context: As you may be aware, schools are required to have a remote learning plan in place so that any child who cannot attend school because of COVID-19 does not miss out on their learning.

DFE guidance Nov 2020, "Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home".

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- give access to high quality remote education resources*
- elect the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

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

From the first day of being educated remotely, children will be able to access the remote learning using the daily lesson plan loaded onto the school Digital Learning Platform (Class DoJo) for each child by their teacher.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

On each class story on the digital learning platform (Class Dojo), all children from reception to year six will have a remote learning provided by their teacher. You need to check out the class page for your child to see what is provided to support remote learning each day.

What is provided will depend on the age of your child as the way lessons are taught and provided depends on the Key Stage of the child.

This will be a combination of hyperlinks to resources, video content made by teachers, and commercial pre-recorded videos e.g. White Rose Maths and Oak National Academy.

We are also exploring and trialling the use of live streamed lessons, where the lesson is taught fully live each day but again this depends on the ages of the children.

The offer we are providing is blended, ensuring we are using the right platforms and tools for learning to best meet the need of our school community.

To support learning, additional resources are uploaded to a class pages and also packs of work can be provided on request.

Our teaching and learning team are also available throughout the school day to provide support for learning. Please be aware we are teaching the children in school at the same time as providing remote education and will endeavour to get back to your requests as soon as possible.

Completed independent learning should be submitted using Class Dojo portfolios. Please ask your class teacher to explain how you should do this.

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. The children are taught a broad and balanced curriculum whether they are at home, or in school. We will be following the long term and medium-term planning to ensure that all children access this fully. This ensures that remote learning mirrors the learning in-school wherever possible.

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:

Early Years Foundation Stage (EYFS)	3 hours 5 minutes
Key Stage 1	3 hours 15 minutes
Key Stage 2	4 hours 30 minutes

Accessing Remote Education

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

Your class teacher will provide you with the information you need to access the remote education being provided on our remote learning platform, Class Dojo.

Other remote platforms such as Microsoft Teams, Zoom, White Rose Maths, Oak National Academy, Spell Zoo, Spelling Frame, I Hub First News, Numbots, TT Rock Stars, Epic, Education City, BBC Bitesize and Reading Books may also be used to support remote 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:

How will my child be taught remotely?

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

- Teachers pre-recording their own lessons for the children
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Using digital platforms, including: I Hub First News and TTRockstars
- Live drop-in sessions using Microsoft Teams/Zoom
- Live streamed lessons using Microsoft Teams/Zoom
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- recorded teaching (e.g. Oak National Academy lessons, 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
- project work and/or internet research activities

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and careers should provide at home?

All children are expected to engage daily with remote education as per the DfE Guidance for Schools.

Remote Learning Expectations for Pupil's

The basics

- Get up and get dressed as if you are going to school
- Make sure you have everything you need, pens, pencils, paper (school will provide these if you need them).
- Use your digital device to log onto class DoJo and engage in the lessons provided by your teacher.
- If you are stuck persevere – you can do it – look at the resources and examples provided – ask you teacher using the message section of your class page.

Behaviour for Learning

- You are expected to behave as you would in class at school.
- The Good to be Green behaviour reward system still applies to remote learning.
- Be focused during learning time
- Follow the on-line safety rules

Completing the work set

- Take responsibility for your own learning and try to work independently as much as possible.
- Make sure you have completed all the remote learning your teacher has set.
- Take pride in your work and present it with high standards.
- Check your work and edit it and improve it then submit it to your class teacher (all work needs to be sent even if it is not completed for any reason).
- Celebrate your success and build on your learning

Remote Learning Expectations for Families

Routines

- Keep to the usual school daily routine including getting up and bedtimes. The expectation by the government is that children will be learning at home remotely.
- Follow the remote learning set up by the class teachers on DoJo.
- Set up a remote learning timetable that includes breaks and lunchtimes that can work for your family

Readiness to learn

- Choose the best place in your house that is quiet and free from distractions for your child to learn.
- Always follow on line safety rules using digital devices to protect your child.
- Ensure your child has everything they need, pens, pencils, paper (school will provide these if you need them).

Responding to Need

- Please contact school if you need any help or support with any aspect of your child's home learning. Remember we are here to help you as much as possible.

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

Each day, teachers will check pupils' engagement with remote learning.

- A register of engagement in remote learning will be completed by school to monitor the differing needs of individual families.
- If a child has not engaged in remote learning, you will be contacted by the class teacher on DoJo.
- If a child continues to not be engaging in remote learning, you will be contacted via telephone by the class teacher or Mr Flint to offer support with overcoming barriers to remote learning.
- Mr Flint may conduct a home visit to check up on the wellbeing of the children particularly if we are not having any contact with the children.
- Continued non engagement in remote learning may lead to your child being classed as vulnerable and so a place in school may be offered.

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:

- 1-to-1 feedback about independent learning tasks
- Whole class feedback
- Peer and self-assessment
- Children will also receive feedback about independent learning tasks returned to teachers

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:

- All children will have an ambitious, broad and balanced curriculum
- Children with special educational needs will typically be invited to learn in school, where this is in the best needs of the child. Children with special educational needs who are learning remotely will receive support from teachers and teaching assistants via phone calls.
- Some children will receive a bespoke curriculum that may be differentiated or scaffolded according to their individual need.
- EYFS and KS1 teachers are delivering the same curriculum and following the same teaching delivery as older children. Through the use of live teaching (both streamed and pre-recorded), the teachers are teaching the learning. This is delivered in a way to engage the children and enable them to complete some tasks with greater independence. However, we are aware that this age group are likely to require some support from their families.
- Teachers are available during school hours for support throughout the day by instant message (on Class Dojo).

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?

Our approach to children not in school due to self-isolating is the same as our remote education offer.

Each day, hyperlinks and resources are available on Class Dojo to any child working remotely. This ensures that all children, whether in or out of school are able to access the same learning. We strive for every child to have access to a taught, well planned and sequenced curriculum with ambitious independent learning tasks. When the majority of a group remain in school, there may be fewer pre-recorded lessons made by the class teacher, but other teaching material will be sourced.