



# Remote Education Statement

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## Information for Families (February 2021)

This information is intended to provide clarity and transparency to pupils and parents about what to expect from remote education where national or local restrictions require cohorts or bubbles to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section.

## 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 education.

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

Work is set either weekly or daily on the school website. Families need to select the relevant class page and find the English and maths lessons for that day or week. There will also be a range of other lessons relating to wider areas of the curriculum such as science, geography, history, art and music. There will also be 'stand-alone' resources such as links to phonics or times tables websites.

## 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 understand the type of science lesson families are able to carry out at home, might be different to that which we can offer at school, due to the potential lack of resources. Therefore, the online lessons will be adjusted accordingly so families can have a similar experience whilst making use of their own resources, negating the need to invest in additional equipment or resources.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

All lessons are detailed on the class page of the school website. In addition, children will have passwords and access codes to some or all of the following learning platforms depending on stage and age appropriateness:

- Timetables Rockstars;
- Reading eggs;
- Purple Mash;
- Class Dojo;
- Phonics Play;
- White Rose Maths;
- Oak National Academy;
- Maths Eggs/ Mathletics;
- Oxford Owl.



## **If my child does not have digital or online access at home, how will you support them to access remote education?**

We recognise some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- If families need ICT, please contact the office on 01797 222825 or [office@ryeprimary.co.uk](mailto:office@ryeprimary.co.uk). We may be able to supply you with a suitable device to aid remote education;
- If you require assistance or support with enabling an internet connection (for example, routers or dongles), please contact the office;
- If work cannot be sent in as an attachment on Class Dojo, pupils are encouraged to photograph their work and send the photo in via the Class Dojo instead;
- We also have a limited supply of CGP workbooks which offer additional and different work to the planned curriculum which is shared on our website. These workbooks are only intended to supplement the curriculum as we are committed to getting all families online with our offer of devices and internet access.

## **How will my child be taught remotely?**

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

- Recorded teaching (e.g. Oak National Academy, White Rose Maths, The Write Stuff, video, audio recordings, PowerPoints and activities 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, such as Purple Mash, Times Table Rockstars etc.;
- Long-term project work and internet research activities;
- Some live elements, such as assemblies, introductory sessions and pastoral sessions;
- Some children will be invited to take part in the online National Tutoring Programme (currently year 5 and 6);
- We have employed an academic mentor who will be available to support families initially who are finding remote technology problematic.

## **Engagement and feedback**

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

We expect all children to try their best to complete at least the minimum amount of recommended teaching for pupils in their key stage. We do expect all pupils to have some form of engagement with remote education Monday through to Friday.

As parents we would ask that you support your child by helping to set routines which will support your child's education. This may include finding them a quiet space to learn and also limiting their time on online non-educational games until after their school work is completed.

Please contact us if you would like assistance with establishing and maintaining these routines.



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

Teachers and assistants will call ALL families at least once per week to ensure children are engaging with education. Some families will also receive regular calls from the pastoral team. If you feel you would benefit from a pastoral call and you are not already on our list please contact the office and we can arrange this for you.

The teachers work with families to encourage all children to engage with remote education. This may include colleagues talking directly to children on loudspeaker with parents present. It may include more regular check-ins, different or additional submission of work throughout the day.

Families may be contacted through email, phone calls, dojo messages or letters. In cases where we are unable to establish contact through one of these communication methods, we may visit the child's home for a welfare visit. This will be a socially distanced visit to ensure we have established contact with the family and have identified the child is safe. At this point, we may advise external services if we are concerned or there is no response to a welfare check.

### **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 others. We will use a variety of methods to feedback on pupils' work, such as "liking" work on Class Dojo, making comments on a child's work, which might be praise and may also include some further points for development.

Pupils will receive weekly feedback on their work, in many cases, there may also be daily feedback.

### **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 families to support those pupils in the following ways:

We will continue to work with families to deliver remote education for pupils with SEND by providing additional or different stage and age appropriate tasks and individualised support where appropriate. This will either appear separately on the website or will be emailed to individuals.

For our younger pupils in nursery and reception, there will be some daily contact with their teacher; which may take place in the form of a pre-recorded story which all children are encouraged to watch or some interactive activities pre-recorded by their class teacher. Many of our younger pupils will feel reassured by seeing their teachers in this way and the familiarity of routine in these younger years is particularly important to maintain.



## 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 endeavour to provide individual pupils who are self-isolating a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects including feedback. This will be available to pupils on our website. Teachers are routinely uploading lesson plans to be taught both at school and at home. Because self-isolation could happen at any time, teachers are regularly uploading lessons that require minimal adaptations for them to be successfully carried out remotely.

Where a pupil needs to borrow a device, parents should contact [office@ryeprimary.co.uk](mailto:office@ryeprimary.co.uk).

## Free School Meals

During closure or partial closure, some families who receive benefit-related free school meals may struggle to feed their children. Therefore, we have arranged to provide vouchers through the national (EdenRed) and local (Hugg) systems.

**If your family needs further support you can contact the school in confidence.**

## Safeguarding

If you have a close relationship with school or your child has a social worker, it is important your family continues to engage with us. A colleague may call to speak with you and your child. In some circumstances we may invite your child into school to carry on with their learning.

*With less children in school during a closure any risks are significantly reduced. Therefore, we strongly urge families to take up the offer of a place if one is made.*

We may visit your home to see how everyone is getting on. Visits will take place in the normal way.

**If you are concerned about the safety or wellbeing of a child (including online) during closure or partial closure you can still contact the headteacher or designated safeguarding lead (DSL).**

The Head of School is: **Miss Kelly Martin.**

The Designated Safeguarding Lead (DSL) is: **Mrs Lisa Nice.**

You can email us at [office@ryeprimary.co.uk](mailto:office@ryeprimary.co.uk) or ring during the school day on **01797 222 825.**