



Remote education provision: information for parents

This information is intended to provide clarity and transparency to all our children 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.

Please also refer to information sent out in the parent's letter at the beginning of January 2021 which specifically outlines details for partial closure of the school until February half term as well as the Remote Learning Policy.

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 to take into account that the majority of children are not experiencing face to face teaching. This presents challenges for both children and parents with regards to access to resources and expertise needed to deliver safely and effectively certain subject areas e.g. investigations in science, some aspects of PE and parts of the computing curriculum.

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:

EYFS	2 hours a day on average. This will need to be completed in bite size chunks as the concentration and focus for this age of child is short. Majority of the activities planned will be practical.
Key Stage 1	3 hours a day on average

Key Stage 2	4 hours a day on average
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Expectation:

There will be a daily maths and English session / activity appropriate for the year group being taught. Daily phonics inputs will take place in EYFS and Year one.

An additional subject will be offered that day across all year groups ensuring that it is the same in each group to help support parents at home with more than one child. Children in school will participate in the same learning timetable.

This will be different for EYFS as they follow their own learning curriculum. There will be a daily phonics and maths session as well as inputs during the week focused on talk for writing. Other learning areas eg understanding the world will be planned for afternoon sessions.

Monday: Science

Tuesday: History or Geography (topic based in KS1)

Wednesday: RE

Thursday: Art, DT or music

Friday: PSHE.

There will also be suggestions for a daily physical activity. Cross curricular links will be identified and used where appropriate.

Additional activities / resources / challenges may be set across the whole school or in individual year groups on class dojo to provide additional learning where required and encourage as much contact as possible with the children accessing remote learning e.g. weekly rainbow challenges formulated around the NHS 5 steps to happiness and well being set by the Head each week.

Collective worship – Each week all children will have access to a remote Gospel assembly and celebration assembly. There will be a weekly remote liturgy for all children provided by the Chaplain. Other resources such as the sessions posted on the NDYCS have been signposted to staff to use with their children.

ELSA support- Our school based ELSA will be posting a weekly activity onto the mental health page of the school website for parents and children. There is a referral form on the website should you wish Ms Tranmer to check in weekly with your child remotely.

Accessing remote education

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

- All classes, including Early Years, will find details of daily work for their child (ren) on the class page of Class Dojo.
- Each child has a portfolio where work can be placed. The class stories will give children and parents information on the learning for that day with links to pre recorded sessions and lessons where necessary. Activities are set up using class dojo for the children to access.
- All parents have been sent an email link for microsoft teams and live sessions are accessed through this platform. All sessions are recorded so that parents and children can access them at another time if necessary.

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:

- Class Dojo and Microsoft teams can be accessed on a phone as well as a tablet, iPad etc. and this information has been sent out to all parents.
- Microsoft teams can also be accessed on games consoles allowing older children to participate in live lessons through these devices if needed.
- School will loan out iPads and chargers to families if they are struggling with accessing either Dojo or Microsoft teams on the devices they have at home. A letter has been prepared and parents / carers must sign this before being given the iPad.
- All work can be submitted via Class Dojo through a message, photo, video or completion of a worksheet straight onto dojo. If this is still proving to be difficult school will prepare paper resources for individual children to access. (Please contact school if you have any difficulties with accessing remote education.)
- Changing of reading books – specific days have been identified for year groups working at home so that children can swap and change reading books outside the main reception area.
- All returned books are isolated for a period of 72 hours.

How will my child be taught remotely?

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

- Daily activities posted on Class Dojo supporting the learning taking place in school to individual year groups and remote learning.
- Live teaching (online lessons).
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Reading books pupils have at home.
- Commercially available websites, supporting the teaching of specific subjects or areas, including video clips or sequences
- Internet research activities to support subject specific learning e.g. History Geography.

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?

- There is an expectation that all children as far as possible participate in home learning and that parents are present for on line lessons.
- We recognise that parents are also home working and appreciate again that this may not always be possible.
- The live lessons will be recorded and can be found in the chat section of teams.
- We would like children to evidence the Maths and English activities set but again we are mindful of different home circumstances and pressures on parents.
- We will continue to support all our parents with remote learning and also offer small group or individual remote catch up sessions where needed.
- Online teaching should follow the same principles as set out in the school code of conduct and behaviour policy.
- There are expectations that all pupils engage with remote education.
- It is vital that children get parental support, for example, setting routines to help develop your child's education.

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

- Teachers will check the activities posted on dojo daily and respond to messages from individual children and parents daily.
- Please remember that all teachers are delivering face to face teaching each morning with individual year groups and therefore they will respond to messages in the afternoon.
- Email / telephone contact will be made with the parent of the child if we are concerned about engagement and further support offered.
- SLT will be operating a system of regular contact via phone with all families currently working remotely during partial school closure.

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:

- Individual feedback will be provided using Class Dojo, teachers will communicate with individual children regarding the activities that have been set. This will be done as frequently as possible.
- Whole class feedback will take place during the live sessions or on the class story of Dojo.

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 encourage all children accessing an EHCP to be in school receiving face to face learning as much as possible.
- We provide differentiated learning wherever possible for children with SEND needs working remotely, this may be through the activity set or through live sessions led either by teachers or teaching assistants.
- Support with accessing appropriate resources e.g. prerecorded lessons through the Oak academy will be given to individual children by class teachers.
- Our SENDCO will contact families regularly of children with additional needs to help support learning and a support group for parents of children with additional needs has been initiated and set up via 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?

- If a child is not in school because of having to self-isolate but the rest of the year group are in school, teachers will provide remote learning in line with face to face teaching as much as possible.
- This may be in the form of accessing the live teaching using teams, age appropriate, as well as providing curriculum work on Class Dojo for them to complete and add to their individual portfolios.