



Remote Learning: Information for Parents

Updated Feb 21

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education if Covid 19 restrictions require a bubble to close or in the case of entire school closure.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

For the purposes of allocating work to either individual children who are isolating or to larger groups who may be required to self-isolate, staff will use Class Dojo or MS Teams.



When teaching pupils remotely, we expect all staff involved in curriculum delivery to:

- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects;
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject;
- Provide frequent, clear explanations of new content;
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks;
- Adjust the pace or difficulty of what is being taught in response to questions, assessments or feedback including revising and extending material or simplifying explanations to ensure pupils' understanding;
- Avoid an over-reliance on long-term projects or internet research activities and set a clear expectation on how regularly teachers will check work.
- Plan a programme that provides:
 - Key Stage 1: 3 hours a day (with less for younger children) of remote teaching and independent work
 - Key Stage 2: 4 hours a day of remote teaching and independent work

The remote curriculum: What is taught to pupils at home?

A pupil's first day or two of being educated remotely might look different to our standard approach, whilst we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from remote education?

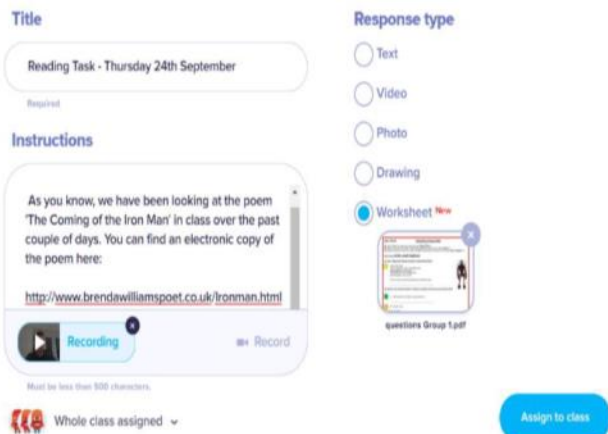
Teachers will use Class Dojo/MS Teams to post age appropriate and differentiated work to individual children or groups.

Work will be set in English and Mathematics daily and in a variety of Foundation Subjects throughout the week. This will also apply to any children who are self-isolating but fit to engage in their school work (i.e. not struck down by illness). Teachers will be expected to set engaging and appropriate learning tasks linked to the school's long-term plans.

Class Dojo (whole school for messaging, EYFS and Key Stage 1 for lessons/tasks)	MS Teams (for Key Stage 2)
<ul style="list-style-type: none"> • Children will receive the work set on their student portfolio account and will access each activity, completing it within the time scale set. • Depending on the task set, this may be in the form of a worksheet, video, picture, written text or 	<ul style="list-style-type: none"> • Children will access each 'assignment' set by clicking on the relevant Team per subject and clicking in the 'Assignments' tab, selecting the relevant assignment.

drawing. The child can use the tools on the left-hand side of the screen to complete the work set on the sheet, saving as they go. They can record a voice note for the teacher and, when complete, will press the 'Hand In' button. This will then be returned to the teacher for feedback.

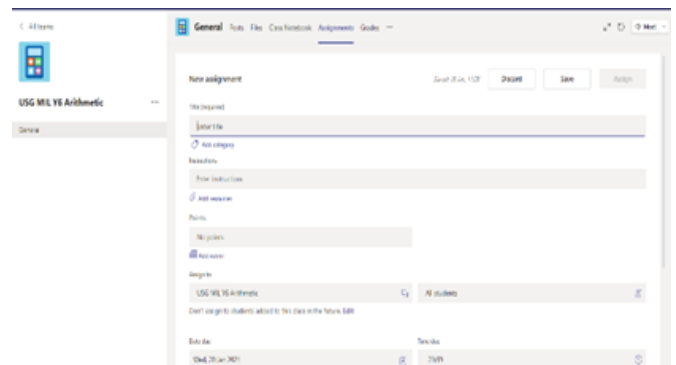
- If children require further help or support, parents can communicate with the teacher via the Dojo Messages facility.
- Paper packs are available to parents should pupils work better on paper after accessing teaching materials on Dojo.
- Children should try their best, where possible, to complete tasks within the time allocated per session, like they would in school.



- They should read any instructions, watch any videos or work through any Powerpoints, included by the teacher to provide guidance and support.
- The child should click on their task and complete it on screen.
- Once the assignment is complete the pupil can click 'hand-in' which returns the piece of work to the teacher for feedback.
- If children require further help or support, they can communicate with the teacher via the 'Posts' section.
- Paper packs are available to parents should pupils work better on paper after accessing teaching materials on Teams.
- Children should try their best, where possible, to complete tasks within the time allocated per session, like they would in school.

'Live' lessons:

- For some lessons, there will be a 'live' session. Children will access 'live' sessions by clicking on their 'calendar in MS Teams and then on the appropriate lesson by looking at the correct date/day/time. They will click on the calendar event and then click 'join'
- Once in a 'live' session pupils will communicate by clicking to 'raise their hand' or by commenting in the comments section.
- Pupils must adhere to school behaviour procedures in a live session (please refer to the Behaviour Policy)
- Live sessions will vary in length and frequency depending on what is required to support the completion of the lesson task



Parent fact-files may also be used here so children can be set project-style work over a number of days. There may be additional resources/videos found on the Class Story too (i.e. Phonics and storytelling).

Example Parent Fact-file (with ideas for learning at home):



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 if appropriate. However, we have needed to make some adaptations in some subjects. For example, your child will still expect to receive an appropriate amount of the maths mastery flow model tasks (show, do, think, extend, solve); Resilient Reader activities; phonics practice and Talk for Writing texts to imitate and innovate but other subjects may need to be adapted to suit the remote aspects of the learning. In science, for example, tasks may focus more on research and paper-based activities rather than experimental fair testing. In music, the children may be asked to appreciate music rather than play. In art, the activities will be based on the use of simple, everyday materials that could be found in the home e.g. pens and pencils rather than the use of technical equipment.

The parent fact-files will also be used extensively to provide an overview of the children's current learning in certain subjects; to provide further extension tasks and to provide the key vocabulary that parents can use at home. There will be website links and further information to support the unit further.

The work that we set remotely will be sequential in nature, i.e. it will follow on from the previous piece of work set. It is therefore important that the previous work is handed in for assessment and next steps before the subsequent piece of work can be assigned.

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

Class Dojo	MS Teams
<ul style="list-style-type: none">Children will use their individual Class Dojo account found at: www.student.classdojo.comEach child has a variety of login methods available to them and these have widely been shared with all children. Class teachers are available during normal working hours via the messenger app on Class Dojo to support with any login issues e.g. forgotten passwords etc. Children can log in to their account by using their issued QR code, by entering a 6-digit text code or by using their username and password that they have set up themselves.Dojo can be accessed online using any internet browser: laptops, mobile phones, tablets or even computer consoles (Xboxes or PlayStations for example).	<ul style="list-style-type: none">Children will access their individual Office 365 account by downloading the MS Teams app. https://www.microsoft.com/en-gb/microsoft-teams/download-appThey will sign in using their school username and password (these accounts are controlled by the school).Teams can be accessed online using any internet browser: laptops, mobile phones, tablets or even computer consoles (Xboxes or PlayStations for example).Class teachers are available during normal working hours via the messenger app on Class Dojo to support with any login issues e.g. forgotten passwords etc.

** If pupils are reliant on mobile phones, paper packs are available from school to accompany taught content (videos etc.)*

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

We have undertaken an extensive data collection exercise to establish that our families have both connection to the internet and devices at home to use.

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:

- For some of our children, we may be able to loan a school device in order to facilitate remote learning. Please contact the school admin team if you require further support.

- We also have access to a number of data boosters which have been provided by popular mobile phone providers.
- Alternatively, parents are welcome to contact their own data provider to request additional allowance free of charge. More information on this can be found at the following website:
<https://get-help-with-tech.education.gov.uk/internet-access>
- Paper home learning packs can be provided on a weekly basis to accompany online content. These can be collected from the school office on Friday afternoons, in preparation for the week ahead. In extreme cases, can be delivered to the family home. Completed work packs should then be returned to school on a Friday when the new pack is collected - this will be marked by the teacher.
- Parents should supplement home learning and remote learning tasks with commercially approved websites and apps. Please find a comprehensive list below. We will also add more ideas and suggestions to both the Class Story and School Story as and when we discover them.
- If the school system crashes and remote-learning is not available, pupils should continue working on their paper-packs. Those without, can collect from the Office.

How will my child be taught remotely?

Our broad, balanced and well-sequenced curriculum will be delivered remotely via MS Teams or Class Dojo. This means that our pupils will still benefit from the school-curriculum aligned resources and content. This will be delivered via teacher input, pupils independently working through set tasks, teachers evaluating progress and giving feedback to help pupil understanding.

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

- Live lessons (in MS Teams)
- Recorded teaching videos (e.g. video/audio recordings made by teachers or pre-prepared teaching videos from Oak National Academy for example)
- Tasks that can be accessed digitally to accompany each lesson
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Long-term project work and/or internet research activities (but we will avoid an over-reliance on these approaches)
- Reading books pupils have at home
- Internet based learning platforms e.g:
 - Accelerated Reader
 - Times Tables Rockstars
 - Oxford Owl
 - Phonics Play
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Some of these websites are listed below:

<ul style="list-style-type: none"> ▪ Twinkl ▪ Oak National Academy ▪ BBC Live lessons ▪ Read Theory ▪ BBC Bitesize Daily ▪ White Rose Hub 	<ul style="list-style-type: none"> ▪ Duolingo ▪ National Geographic ▪ Getepic ▪ Once upon a picture ▪ Pobble 365
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What are the expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect pupils learning remotely to:

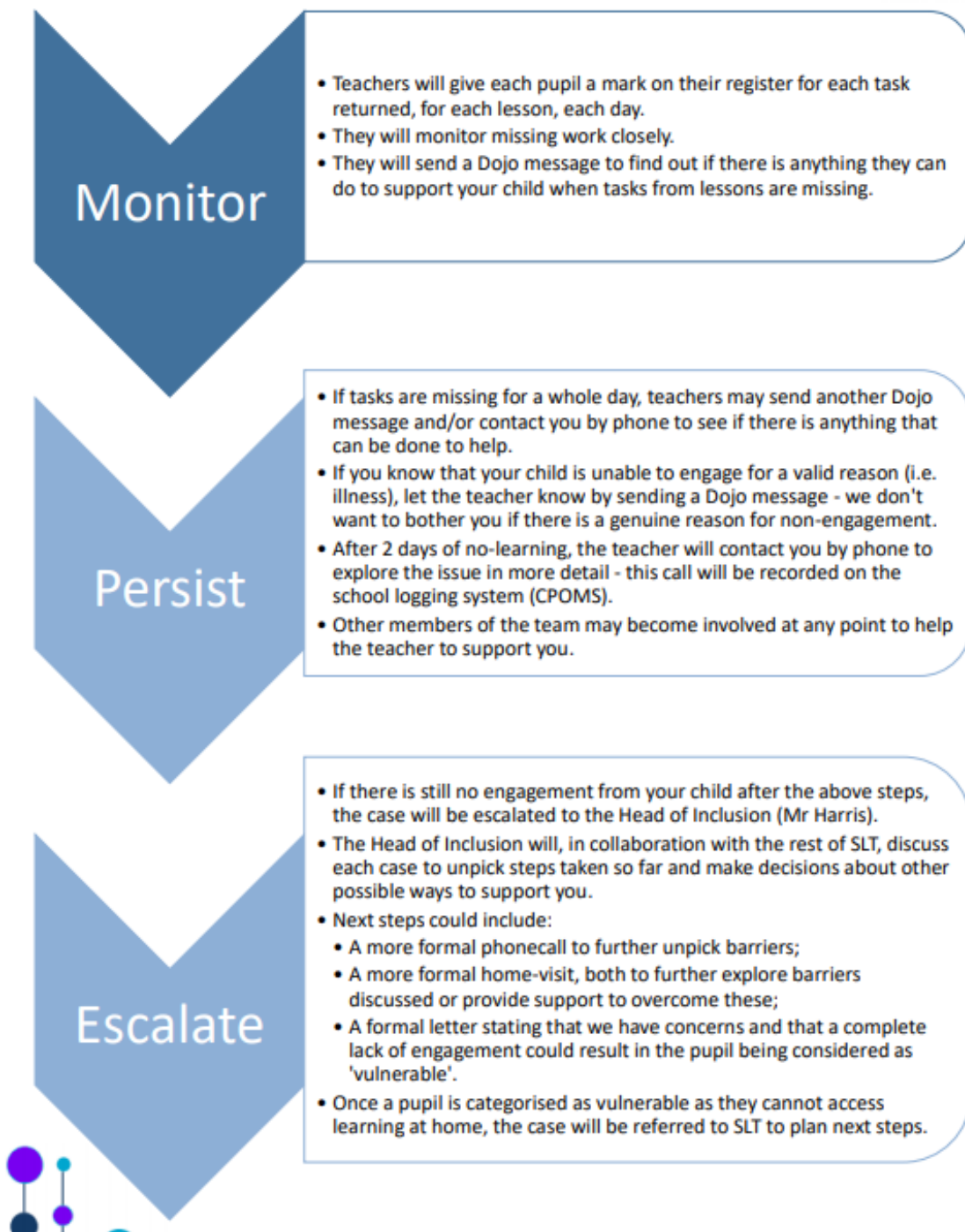
- Be contactable during the school day – taking into consideration that they may not always be in front of a device the entire time;

- Complete work to the deadline set by teachers (we appreciate that on occasion tasks cannot be completed during the 'lesson' slot, please make sure it is done at some point within the same day);
- Seek help if they need it from parents, teachers or teaching assistants;
- Alert teachers if they're not able to complete work under the direction of a parent;

We can expect parents to:

- Make the school aware if their child is sick or otherwise cannot complete work. *The class teacher and parent will liaise and set a reasonable timescale for when it is suitable for a child to start completing work again;*
- Seek help from the school if they need it;
- Be respectful when making any comments or concerns known to staff;
- Support their child, at an age-appropriate level, in accessing the tasks set e.g. by logging onto the computer, ensuring WiFi access etc.

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



Teachers are NOT expected to provide feedback or approve posts outside the hours of a reasonable working day (8:00 – 16:00).

Teachers will handle any concerns or complaints raised following the normal procedures used in school. Initial concerns will be addressed by the class teacher, followed, if necessary by the Assistant Heads (Miss McConochie/Mrs Pleasant) and/or the Head of Inclusion (Mr Harris) and, finally, the Head of School (Mrs McCaffrey).

For any safeguarding concerns, teachers will, without delay, speak to one of the nominated DSL’s within school – Mrs McCaffrey or Mr Harris.

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, self-marking, 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:

Class Dojo	MS Teams
<ul style="list-style-type: none"> • Once the child has completed the work, the teacher, at an appropriate point, will view the first draft and decide whether to ‘approve’ the attempt or resend as a draft. • If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. This will then be returned to the child for their second attempt. • If there are no further developmental points to address, the teacher will approve the post. 	<ul style="list-style-type: none"> • Once the child has completed the work, the teacher, at an appropriate point, will view the first draft and decide whether to ‘approve’ the attempt or resend as a draft. • If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. Children can access this feedback by clicking on the task in the relevant subject’s ‘assignments’ tab • If there are no further developmental actions, the task is complete.

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 those 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 will consider whether any aspects of the subject curriculum need to change to accommodate remote learning;

- Our Assistant Heads and SENDCO will work closely with teachers to make sure all work set is appropriate and consistent;
- All teachers will liaise with other subject leads and senior leaders to make sure work set remotely across subjects is appropriate and consistent, and appropriate and achievable deadlines are being set;
- Senior leaders will regularly monitor the remote work set by teachers across subjects;
- Our staff team will work together to alert teachers to resources they can use to teach their subject remotely and how these can be differentiated to suit the needs of all learners e.g. the use of dyslexia-friendly font;
- Our leadership team will monitor the security of the remote learning systems, including data protection and safeguarding considerations.

When school is open, but my child is off self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will differ from the approach for the whole class. This is due to the challenges of teaching pupils both at home and in school.

Children, who are unable to attend school due to isolation (when the rest of the class are in), will receive tasks through their Dojo Portfolio or Teams Assignments.

- The child can use the tools on the left-hand side of the screen to complete the work set, saving as they go. They can record a voice note for the teacher and, when complete, will press the 'Hand In' button. This will then be returned to the teacher for feedback.
- Once the child has completed the work, the teacher, *at an appropriate point during the school day*, will view the first draft and decide whether to 'approve' the attempt or resend as a draft.
- If there are developmental points on the work, the teacher will write short comments, directing the child to any misconceptions or providing further support in short written form. This will then be returned to the child for their second attempt.
- If there are no further developmental points to address, the teacher will approve the post with a short acknowledgement message and words of praise/ encouragement.