



Remote Learning Information For Parents

Date of Publication: January 2021

CONTENTS

	PG
1. Introduction	1
2. What should my child expect from immediate online remote education?	1
3. How will my child access remote education?	1
4. If my child does not have digital or online access at home, how will you support them to access remote education?	1
5. Will my child be taught broadly the same curriculum as they would if they were in school?	2
6. How long can I expect work set by the school to take my child each day?	2
7. What are your expectations for my child's engagement and the support we as parents and carers should provide at home?	2
8. How will you check whether my child is engaging with their work and how will I be informed if there are any concerns?	3
9. How will you assess my child's work and progress?	3
10. How will you work with me to help my child who needs additional support from adults at home to access remote education?	3
11. Support for different types of absences	4

1. Introduction

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.

2. What should my child expect from immediate online remote education?

As a school we are currently working remotely using:

- Microsoft Teams 365 – on home devices where children will be able to access work online from their class teacher
- Class Dojo – a platform for parents to communicate with the school and where information is shared

Work set by teachers can vary through in the following way:

- Word documents and activities that can be edited and completed by children on screen
- Automatically marked quizzes
- PDF information sheets
- Recordings and links to resources
- Class discussions using the Microsoft Teams 365 platform

"Live sessions" with Microsoft Teams is up and running throughout the whole school soon. This entails the teachers coming on screen, introducing a lesson/session and setting work. This allows children to ask questions and for teachers to touch-base with key children. Teachers will set up specific groups, in order to support all children and meet individual needs.

3. How will my child access remote education?

Parents of children in Key Stage 2 (Year 3 -6) have been sent their child/ren's login details for Microsoft Teams by the school.

For children in Key Stage 1 (Year 1 & 2), parents receive a daily link through Class Dojo for children to access the learning content for the day.

Daily recorded well-being sessions are shared with parents of children in reception and foundation years.

Each child will be able to access remote learning by using their unique login details / through the link sent to parents with a computer/smart phone. Please contact your child's teacher via the class email or the school office if you do not have any login details.

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

For children who do not have access to a computer/laptop/smart phone, paper work packs for all year groups and text books for year 6, are available for parents/carers to collect from the school office between 9:00am – 3:00pm.

Learning packs are prepared on a Friday for the following week and are continuously reviewed by class teachers and senior leaders. Please contact the school prior to your collection to enable the office staff to prepare the pupil packs ahead of time.

Children will not need to hand in completed work weekly, but if you would like feedback on work completed, please contact the class teacher through class dojo. Otherwise work packs should be

returned when school reopens. For now, the class teacher will speak to children weekly talking through any work-related issues via the telephone.

5. Will my child be taught broadly the same curriculum as they would if they were in school?

We are teaching the same curriculum remotely as we do in school wherever possible and appropriate. Teachers are working to continuously close the learning gaps identified within their classes.

Activities will be similar to those ordinarily covered in class, with links to online learning, presentations, worksheets, videos and other resources as necessary. Activities will be part of a well sequenced curriculum where knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practiced in each subject.

In addition to the termly curriculum plan sent to parents, a timetable of upcoming lessons and activities will be shared with parents weekly. Daily Math, English and phonic (for Foundation and reception years) lessons are being taught. In addition, teachers are also providing a variety of foundation lessons relating to their year groups to ensuring the coverage of the National Curriculum in the following way:

- Incorporation of foundation subjects into the weekly plan (History, Geography, Science, Art etc.)
- RE and Arabic weekly
- PE 2 – 3 times a week using the Joe Wicks learning videos, Links will be shared with parents through the class dojo platform

6. 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:

- Foundation & Reception Stage -
- Key Stage 1 (Year 1 & 2) – 3 hours daily on average
- Key Stage 2 (Year 3 -6) – 4 hours daily on average

These are minimum expectations for remote provision and can include a range of online, paper or “real life” based learning.

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

We expect that:

- Each child will engage with the home learning that is set each day
- Parents and carers to support their child/ren where necessary with work that has been shared by the class teacher on Microsoft Teams 365 and / or Class Dojo.
- Parents will support their children as necessary to access the learning resources, and provide paper, pens etc. as required
- Parents will get in touch with class teachers or the school should there be any issues with the above

The best way to support your child with their homework is by ensuring a structured routine is in place for their day, in line with the timetable shared by the school weekly.

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

Work posted on Microsoft teams and class dojo will be checked daily/weekly depending on the work set. Teachers will access the success of the work set by outcome. On class dojo, children will be rewarded for their efforts using a points system.

The child/ family's response to home learning is the only way we can assure the children are well. If a child is not completing the work, or the quality of the work noticeably dips, teachers will contact the parents through class dojo. If there is no response within 48 hours, teachers will follow up with a phone call.

Teachers will communicate with pupils and parents fortnightly (via phone/email/ messaging platform) providing the opportunity to feedback any issues/concerns/praise regarding work.

Where necessary, teachers will use their professional judgement about how to support the child and family. This could include providing a paper pack of work to complete, arranging a short Teams meeting with the child and family to motivate them and suggestions for how parents can support their child.

If a lack of engagement continues, the issue will be escalated to the Headteacher who will ring the family to explain that there is a safeguarding duty of care on the school's behalf and a requirement that we make sure the children are ok.

9. 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:

- Fortnightly phone calls by class teachers. These are in addition to any welfare calls made by the school during a period of time
- Emails to parents
- Comment from teachers on Microsoft Teams 365
- Feedback during live team sessions or via work handed in via Microsoft teams
- Direct feedback to parents based on photographs of work received
- Feedback on packs returned back to the school where parents or carers have requested

10. 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 children in the following ways:

- Individualised learning packs will be provided to meet the needs of the child
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any necessary arrangements for pupils with EHC plans and IHPs

- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period
- Arranging additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls, 1-1 Teams Meets etc.

11. Support for different types of absences

- Non Covid related absence - no remote learning will be provided as the child should be in school unless they are too unwell to learn.
- Child isolating due to contact with a positive test result or child isolating whilst a family member awaits a test outcome/ isolating for another Covid related reason - remote learning will be available from the day after contact is made by the parents. If practicable, bearing in mind the other demands on the class teacher, learning will be made available the same day.
- Class/ bubble has to isolate - full remote learning, will be provided