

Remote Education 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 if 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

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 teaching.

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

We aim to provide you with a home learning pack within the first couple of days which will contain a daily timetable, paper based activities, and writing equipment such as a pencil and paper or exercise book. Class teachers will begin to post messages on class dojo.

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 appreciate that the children will not have the same access to equipment that they would have in school. We are not able to provide the continuous provision that children in the foundation stage would usually have access to. Continuous provision is the resources provided in the classroom for children to interact with creatively. For example, role play areas, sand and water, construction etc. The idea of continuous provision is that it encourages the children to learn in the absence of an adult.

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 three hours per day.

Accessing remote education

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

As an infant school we aim to limit the amount of time that your child spends online as we do not believe that this is healthy for younger children. However, in order for your child to 'see' their teacher and to have learning activities explained to them we will use Class Dojo to share teaching clips and activities. Where we deem it appropriate we will also add links from this to other online resources.

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 or very limited online access at home. We take the following approaches to support those pupils to access remote education:

- Some families are entitled to devices and support with internet connection. We have contacted those families and issued devices to them.
- We have chosen the platform Class Dojo as this can be accessed on a phone, tablet, laptop or PC. Teaching will be in short clips appropriate to the children's age so that where families are sharing a device it will not be needed for extended periods of time.
- We also provide printed materials for all children so that if online access is not available there are still learning activities for them to complete.
- We encourage parents to submit children's learning to their child's portfolio on class Dojo. However, if this is not possible, completed work in paper packs can be returned to school.

How will my child be taught remotely?

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

- recorded teaching (video/audio recordings made by our teachers and links to others where it is deemed appropriate).
- printed paper packs produced by our teachers (e.g. daily timetable, worksheets, activity explanations, other writing resources and materials)
- access to online reading resources such as reading eggs
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (we will add links to these on Class Dojo)

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?

We recognise that all family circumstances are different but we expect:

- All parents/ carers to connect to class Dojo or provide us with a reason as to why they are not able to do so. We will offer every support possible to assist with this.
- All parents/ carers to set routines to support your child's education. For example, getting up and dressed ready for the usual school start time, reading through the daily timetable with your child, reading Class Dojo posts and watching teaching videos together with your child.
- Completing paper based and practical activities set by the class teacher.
- Submitting photos, videos and/ pictures of completed work to your child's Class Dojo portfolio.

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

We will take the following steps:

- Teachers, teaching assistants and on occasion senior leaders will check pupils' engagement with remote education throughout the school day.
- Where there is a concern that your child is not engaging with remote learning you will be contacted by telephone by either your child's teaching assistant or Mrs Parker, our attendance and welfare officer, to discuss this.
- Discussions with parents will be shared with the Ms Pochin, headteacher and Mrs Rayner, the deputy headteacher.
- We will do everything possible to support you with removing any barriers to learning.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Teachers and teaching assistants will aim to provide daily feedback to every child who has submitted school work. This will usually be in the form of a comment on Class 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 need greater support from adults at home to access remote education. 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:

- Class teachers or teaching assistants will communicate with the family as to how tasks can be adapted for pupils with SEND and provide adapted materials where appropriate.
- Mrs Rayner, our SENDCo and inclusion manager, will also be in contact with families of children with SEND to offer support.

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 aim to match the learning as closely as possible to that which the children are receiving in school to ensure that individual pupils who self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

There are likely to be some activities that cannot be replicated due to organisational and resourcing issues. Teachers will not be able to post as regularly on Class Dojo as they will be busy teaching and preparing lessons for children in school as well as attending the usual staff meetings and planning meetings after school.

A paper based home learning pack will be available as soon as possible and teachers will add a daily message for the child/ children isolating on Class Dojo. They will also check the child's portfolio each day and provide feedback on any work uploaded. Where parents have concerns they can contact the school office and arrange a telephone conversation with Mrs Parker, our attendance and Welfare officer or Edwina, our family support worker.