



Working together to inspire every pupil to:  
*Step in* to their learning adventure.  
*Step up* to achieve their potential.  
*Step out* and let their creativity shine.  
*Step together* in friendship and respect.  
*Step forward* and follow their dreams.

## Remote education provision: 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 pods) 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?

We teach the same curriculum remotely as we do in school. However, we have needed to make some adaptations in some subjects. For example, we are mindful that as parents you may not have access to the same art and creative materials that we do in school so may modify such activities. We also understand that many of you will be trying to work whilst your child may be at home and as such may modify activities to ensure that they do not require significant adult intervention.

We use 'Class Dojo' videos rather than live lessons to teach and support learning because we understand that our young children may require your help and support. The use of recorded lessons means that you can best manage this alongside your work commitments and so children can re-watch videos to aid explanations.

Each phase will meet together 'live' each week for a class story time or discussion activity which we feel is essential contact with a class teacher and peers and helps the children to maintain a sense of connectedness with teachers, TAs, school and their class friends. According to the age and phase of the children the frequency and length of live sessions will vary.

## 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:

Primary school-aged pupils	<p>FS – Approximately 1 hour 30 mins of adult directed activities. Also suggested activities for continuous provision</p> <p>Key stage 1 - 3 hours per day (including Story Time with the Class Teacher).</p> <p>Key Stage 2 – 4 hours per day</p>
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## Accessing remote education:

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

We share all resources through our Class Dojo platform and the home learning pages on the school website. Years 5 and 6 will have links on Class Dojo to a Google Drive folder containing tasks for the day.

You or your child will need to upload their work for feedback in their Class Dojo portfolio.

### If my child does not have digital or on-line 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 encourage all parents to message teachers via Class Dojo if they do not have digital or on-line access and require further support.

Support packs of paper and other basic resources will be issued to children. However, tasks are designed to require minimum printing.

If you are struggling to access basic resources please contact the school.

Please note that you can also access our home learning page through Xbox and PlayStation

### How will my child be taught remotely?

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

- Daily Teacher pre-recorded videos on Dojo or the School website.
- Recorded teaching (e.g. White Rose Maths, BBC Bitesize lessons, Oak National Academy lessons. These will be signposted for you on the home learning pages.
- Live sessions (a selection of sessions including registration, story time, PSHE class discussions, games etc using Zoom)
- Specifically chosen worksheets for different subjects on the school website.
- Phonics lessons
- Reading books children have at home and access to Oxford Owl e-books.
- Purple Mash directed resources
- Commercially available website links supporting the teaching of specific subjects or areas, including video clips or activities e.g. (Go Noodle, Twinkl, Classroom Secrets)
- Independent work
- Timely feedback through Class Dojo on completed work

## 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 expect all pupils' engagement with remote education.

We expect reasonable parental support, for example, setting routines to support your child's education, supporting them to access resources and helping them to get started with tasks.

Parents must have completed a "live session safe rules agreement" before joining any live sessions, to ensure the children follow rules to keep them and others safe.

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

We will check your child's engagement in learning at home through uploaded work into Class Dojo portfolios. Please note that feedback will be timely, taking into account the teacher's workload and commitments. Please note that teachers are working extremely hard both in school and for home learning. To protect their welfare and well-being, please be patient whilst waiting for a reply.

Any child without submitted work will receive a follow up message via Class Dojo offering support and guidance; further non-engagement will be followed up via a telephone call with the Class teacher or with the Learning Mentor offering support and guidance.

## 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:

Pupils will receive feedback on their submitted work on their class dojo portfolio from a member of the teaching team.

Pupils may be encouraged to bring a piece of work to show during live sessions if they wish.

## Additional Support for pupils with particular needs

### How will you support me to help my child who needs additional support from adults at home to access remote learning?

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:

- Class Teachers and the SENCO will work with families to deliver remote education for pupils with SEND and appropriate work sent.
- The Learning Mentor will offer support and guidance to any parent requiring this during an isolation period.
- In some circumstances, children will be supported remotely by their 1:1 adult.

### Remote education for self-isolating pupils (not applicable during a national lockdown)

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?

For children isolating without their class bubble (pod), we will post a selection of activities for the week on the school website home learning class pages. This sets out five days of Maths, English, (Phonics) and other curriculum learning activities that are the same, or very similar to the curriculum being taught in school. Parents can access this at any point during the week to begin using the resource.

Pupils will receive feedback on their work submitted into Class Dojo portfolios at the end of the teaching day once other pupils have left school. Any questions from parents or requests for support will be addressed at this point and in a timely manner but giving consideration to teaching staff being on school and teaching all day.

