

Remote Education



The remote curriculum: what is taught to pupils at home

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

Both in-school and remote learning offers cover the same lessons and topics. In some cases, small adaptations to certain activities have been made to make the lessons accessible for children at home, but the learning points and objectives are the same. Due to the timetabling of the school day and the need to accommodate break times and Zoom calls, it is not possible for the sequencing of lessons within each week to be aligned perfectly between school and home.

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:

Reception	Up to 3 hours
Key Stage 1 (Years 1 and 2)	3 hours
Key Stage 2 (Years 3 - 6)	4 hours

Accessing remote education

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

All remote learning can be accessed via Class Dojo. Teachers will post the learning for each day on the Class Story page. If you are having trouble logging on to your Class Dojo, please contact the school via the year group emails.

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:

Families who are unable to access the internet should contact the school via the office or the year group emails.

School are liaising with families and the local authority to provide a limited number of devices to those children who have no way of access the remote education from

How will my child be taught remotely?

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

Every evening at 7pm, a daily planning sheet will be available on the Class Story that will give detail regarding the specific learning objectives, tasks and timings for the following day.

From 8.30 am each morning, you will be able to view teacher led videos to guide children's learning in selected subject areas.

Alongside the videos, you will see a range of supporting materials to aid the completion of set tasks. These may include writing support sheets, PowerPoint slides and links to additional videos. For particular lessons where an outcome sheet may support the completion of the task, optional, printable worksheets will be available. It is however, perfectly acceptable for children to work on plain or lined paper as we recognise families may not have access to a printer or may prefer not to print additional sheets.

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 guidance for how long children should spend on activities in each year group's daily plan. According to government guidance, children in KS1 should work for approximately 3 hours with less for younger children and in KS2 children should be working for 4 hours each day. We understand that families may adapt these timings to fit their individual needs, choosing to do more or less depending on what works best for their situation. The level of support required from parents and carers will vary according to task and age range, with more support required to scaffold the learning of younger children. If you have specific concerns about supporting your child with remote education please contact the class teacher through the year group email.

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

We understand that families will be adapting our home learning offer to fit their individual needs and circumstances and, as such, engagement with home learning will differ from child to child. The teachers leading remote learning for each year group will monitor children's engagement and provide feedback on completed work. Where there are concerns about engagement with the remote learning, these will be shared with the child's class teacher and parents/carers will be contacted through the year group email in the first instance.

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

The teachers leading the remote learning in each year group will provide written feedback on submitted work in the form of a short comment or 'like'. Where appropriate, teachers will offer next steps or direct children to where they can find additional support or challenge.

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:

The school are actively working to ensure that all children with an EHCP are attending school with the appropriate provision.

The SENCO, along with class teachers, is liaising with families where children with SEND need additional support to access the remote learning. If you have a concern regarding SEND, please contact the SENCO via the school office.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

During school closure, children who are self-isolating but are not unwell should follow the same remote education provision as those children who are not attending school.