

REMOTE EDUCATION at Sandford Primary School



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 where national or 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?

A remote learning book will be sent home, alongside additional resources if needed e.g. pencils, rubbers, and there may also be educational resources such as 100 square, phonics cards

First day tasks will be outlined through the book itself or use of our remote learning platform Class Dojo. e.g.

Daily phonics

Spellings and dictated sentences

Reading and Reading Comprehension

White Rose Maths Hub link

Letter to parent will be sent outlining provision in more detail.

Timetabled daily Zoom sessions to be sent out to families.

Weekly Planning sheet and overview finalised and sent to parents as soon as possible.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

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,

Some Science and/or languages will be received from Oak Academy resources rather than class teachers

- PE provision will be online resources
- Music will be through teaching videos

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:

EYFS	2 hours a day
Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

Accessing remote education

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

We will be using Class Dojo. All children and parents have an account set up.

We will use zoom for daily online lessons.

We also use our Class Web Pages to share additional information and 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 at home. We take the following approaches to support those pupils to access remote education:

- Through parent surveys, and personalised contacts, we establish families who are in need of digital support.
- We have devices enabled from DfE, and our own resources, that we can lend to families during this time.
- A loan agreement is to be completed by the family.
- We signpost to DfE mobile data support for families without broadband.
- Printed materials are available to those families who are in need.
- If families cannot submit work online, printed work can be submitted into school and feedback given verbally, either over the phone or face to face, albeit socially distanced.
- If these issues continue, and there is a lack of engagement as a result, we will then consider a place at school.

How will my child be taught remotely?

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

A weekly home learning overview is sent on the Friday before the week ahead, giving time for families to plan. This includes daily English, Maths and Foundation Subject provision as a minimum.

Each child will receive a daily live teaching session, via zoom, at least four days a week with their class teacher. These sessions predominantly focus on core subjects such as phonics, writing or maths.

We use the learning platform, Class Dojo to communicate with pupils/parents throughout the school day. This platform allows school to continue our reward system remotely. Teachers then complement the above provision with their own teacher led recordings, these will differ depending on age group, which are posted on Class Web Pages.

We also use Oak National Academy, WhiteRose Maths, BBC Bitesize, and other platforms to further enhance provision (please see website for additional links).

Each child has been provided with a remote learning book to undertake their work in, and additional resources such as pencil, rubber. These can be topped up at any time.

Children access reading material through Oxford Reading Buddies and Get Epic Reading. Through these platforms, teachers can set/see which books pupils are accessing and also set comprehension tasks.

Children and families have access to a live whole school assembly each week from the EHT, as well as a recorded Celebration assembly.

Parents and carers will be supported remotely with their child's learning by the class teacher; through the use of ClassDojo and the messaging system. This is an important element of the provision, as it allows the school to maintain a meaningful dialogue with the families and tailor the learning to child's ongoing, and ever-shifting, learning needs.

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 understand the difficulties faced at home, whilst juggling work and home learning and bear this in mind when setting expectations.

As a minimum:

We hope for the children to engage in at least 3 zoom sessions a week if possible.

We hope for the children to submit one piece of work to be marked each day.

We do expect the children to read every day.

We hope parents can use our timetable flexibly to meet their own schedules, and it helps identify core learning and enhanced expectations clearly.

We expect parents to comply with our WLT Virtual Learning Policy and behaviour on 'live' sessions.

We expect parents to communicate with us at least once a week

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

Calls to parents are made every fortnight to check on provision, engagement and pupil welfare.

Each zoom session has a register taken, and those who are not regularly engaging are contacted and offered support.

Teachers monitor communication and work through Class dojo.

Senior leaders monitor engagement levels of pupils each week.

If we are concerned, we will contact the parents and carers immediately through a phone call or Class Dojo message, and offer support.

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

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

Teachers identify a key piece of work to be marked each day; this encompasses high quality feedback and next steps.

Additional feedback is given through verbal praise and next steps, class dojo rewards, and lockdown legend certificates.

We may also use online quizzes and surveys to elicit feedback.

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:

Pupils with an EHCP are entitled to a place in school during a national lockdown. The school will strive to ensure that pupils with an EHCP continue to receive individual 'Personalised Curriculum' support that focusses on their individual 'Learning Outcomes'.

Pupils on the SEN register that are not in school, continue to receive individualised learning, albeit remotely, through differentiated tasks and expectations that follows their APDR cycle. These are articulated to parent/carers and pupil on an individual level, and additional resources are supplied if necessary.

If there are significant barriers to the child engaging at home, and the school can support and accommodate the pupil, they are prioritised for a place in school, as part of our vulnerable learner group.

Additional phone calls are also made, as well as personalised zoom sessions where appropriate.

This approach is replicated across our year groups, personalising support wherever needed to engage pupils in their learning e.g. differentiated planning, resources, zoom sessions, websites

Children who are very young, such as Reception and Year 1, are given a familiar diet of provision in school which is delivered in small and manageable sessions, therefore making it accessible to them. The use of recorded videos is particularly supportive.

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?

Those self-isolating will be sent replica tasks, activities and resources via the above-mentioned platforms, of lessons taught in school.

The school will communicate with the family through Class Dojo and phonecalls.

Access to some live session might also be made available, e.g. assembly