



*Learning, Listening and
Laughing together*



CHRISTIAN MALFORD
Church of England Primary School
Challenge Motivate Succeed



Where happy children learn to fly

Remote Learning Policy

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), individuals or the majority of the school to remain at home.

Our remote offering is evolving and this document will be updated at regular intervals. Feedback will be collected from parents and carers through online questionnaires at regular intervals.

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 use Class Dojo to share remote learning with parents. On each class page, links to support children's learning will be posted. For example, for KS1 in particular, generic links to websites which can support reading on line with some free e-books include; <https://home.oxfordowl.co.uk/> <https://collins.co.uk/pages/collins-at-home#Primary>

In KS1, children already have a log in to Numbots and can practice maths at the appropriate level for them.

In KS2, children already have a log in to Times Tables Rockstars and Mathletics and can practice Times tables and maths at the appropriate level for them.

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?

Our Academy Trust, DBAT have put together learning packs for every year group which can be emailed out to you as soon as we are notified that your child is isolating. Lessons have been designed to support your child with similar and appropriate work to that taking place in school. The work should provide enough learning for up to two weeks.

In addition, teachers may supplement this by putting powerpoints and PDF worksheets onto Class Dojo, which are being used specifically in class at that time.

We encourage families in this position to continue to use Numbots, Mathletics and / or Times Tables Rock stars to provide regular practice of these important skills.

Parents should continue to stay in touch with class teachers using the Class Dojo messaging system. Work can be posted as a photograph through Class Dojo.

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:

Key Stage 1	Children should work for a minimum of 3 hours daily, this should be spaced out across the day to allow for sufficient breaks and times outdoors if possible.
Key Stage 2	Children should work for a minimum of 4 hours daily, this should be spaced out across the day to allow for sufficient breaks and times outdoors if possible.
<p>The daily lessons will include Phonics (YR/1/2), English and Maths. Recordings will be available daily; these could be on any subject. Written work is generally available as a downloadable PDF. Answers can be recorded on the sheets provided or in the exercise book that you should have received.</p> <p>Wellbeing and elements of physical activity will also be included.</p>	

Accessing remote education

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

All downloadable work will be available on the Class Dojo pages.

In the event that a class or significant numbers in a class are isolating / staying at home, Microsoft Teams / Zoom will be used in order to keep in touch.

A meeting ID and password will be messaged to you from your child's class teacher / school office.

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:

If your child doesn't have a suitable device or access to broadband / data please contact the school office in the first instance.

We have access to devices / routers or dongles through a scheme run by the DfE which can be lent to families. In the short term we may be able to lend you an existing school device to support you.

Please contact your child's class teacher using the Class Dojo messaging system if you are unable to print work at home and may need access to printed materials. These could be posted / hand delivered to your house if requested.

A photograph of your work could be taken on a smart phone and emailed to your class teacher in this way.

How will my child be taught remotely?

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

- **Recorded teaching** When a whole class or a significant number of children in a class are isolating / staying at home, 1 to 2 recordings are made available daily using Class Dojo. These are used to introduce concepts or to share a story for example.

- **Downloadable worksheets / instructions** When a whole class or a significant number of children in a class are isolating / staying at home, worksheets and instructions will be available as downloadable PDFs. Exercise books and writing materials will already have been sent home / posted which means that worksheets don't necessarily have to be printed in order to be completed.
- **White Rose Maths** <https://whiterosemaths.com/> Teachers may use resources from this website to deliver learning, for example video clips or powerpoints. It is likely that teachers will embed these within our schools' own website.
- **Times Tables Rockstars** <https://trockstars.com> Your child will already have a link to this website in KS2 and some children may be using it in Y2.
- **Numbots** Your child will already have a log in and access to Numbots if it's appropriate for them.

Mathletics- Your child has a login to Mathletics. The teacher will set some maths learning on Mathletics.

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 are here to help you, please let us know if there are any barriers to supporting your child with home learning that we can help you with.

We ask that you use your 'best endeavours' and understand that this will be a challenge particularly if you are also managing your own work at the same time.

Children benefit from a regular routine, for example consistent bedtimes and getting up times and a set time when they will be logging on to start work. Work will be uploaded each day by 0930 with some of it available before.

Teachers will let you know when the 'live' session will be and if you will benefit from doing the associated activity before or after this session.

You should be within sight or sound of any live lessons for safeguarding reasons. Younger children will need more technical support however older children will quickly become proficient in using our systems.

Children also require regular breaks and access to the outdoors if at all possible.

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

We recognise that keeping children engaged during a sustained time will be challenging.

We ask that you upload images or a general commentary of your child's work at least once a week. Some of you may be able to do this daily, that is fine. Some work has the answers available for you or your child to check, uploaded on Class Dojo.

Staff will monitor whether work is being submitted and / or communications are being sent in. They will also monitor regular attendance at the live lessons. These are particularly important as it is a good opportunity for the class teacher to explain work or to give feedback.

If staff haven't received any work / communications from you during the week and / or children haven't been attending live lessons the following will take place;

1. Class teachers will message on Class Dojo and offer support at the end of the week / beginning of the next.
2. If there is no response, teachers will follow this up with a phone call home to see how we can best support your child to engage.

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:

Teachers will respond to any work sent in through a message back to parents & carers, this will take place at least weekly.

Live sessions will be used for general feedback.

Times Tables Rockstars gives instant 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:

Class teachers are aware of the individual needs of the children in their classes. Work uploaded to the class pages will be differentiated. For specific children with more complex needs, class teachers may email tailored work directly to their parents.

The SENco will monitor the provision for children with additional needs and support and advise class teachers.

Our youngest children also receive live lessons, these sessions are kept to a suitable time length based on the maturity and levels of concentration. A regular story is recorded and made available via class pages.

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?

As an Academy Trust we have created learning packs for every year group that last up to two weeks. Work is sequenced and relevant. Teachers are able to edit these if there is a need to do so.

It is likely that teachers will also make use of some of the resources that they are already using in class and provide these via Class Dojo, for example a powerpoint introducing the lesson and PDF worksheets.

Class teachers will remain in regular contact with parents and carers during this time via phone / Class Dojo messages.