

Ropery Walk Primary School



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 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?

- Children and parents have access at all times to Class Dojo, Times Table Rockstars, Numbots, Lexia, Reading+, Epic.
- Paper resources are available in the school office

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:
 - Children will be accessing e-books for reading
 - PE will be adapted to compensate for no team games and to suit equipment children have at home. We will make use of resources that can be used at home e.g. Joe Wickes workouts, Change for Life 10-minute shake ups, BBC supermovers, Cosmic Yoga
 - Art/DT lessons adapted to suit equipment children have at home
 - Music lessons that require instruments will be adapted
 - Computing lessons will need to be adapted to suit the devices and software that children have at 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:

Primary school-aged pupils	Hours per day
Reception children	Approx. 2 hours
Y1 & Y2	Approx 3 hours
Y3, Y4, Y5 & Y6	Approx 4 hours

Accessing remote education

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

Teachers across school are using Class Dojo for the delivery and assessment of remote education,

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:

- We asked parents at the beginning of the school year to inform us about the data and devices they have at home.
- We have issued a number of school iPads to those families who had data but no devices at home
- We have given out a number of laptops to those families who were struggling without a device
- For those families without data or devices we have given out packs of resources including text books
- Teachers will keep in touch with those children who have paper based packs and give feedback by telephone or text.

How will my child be taught remotely?

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

- recorded teaching (e.g. video/audio recordings made by teachers, White Rose Maths, Oak National Academy lessons,)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Software bought by school e.g. Reading+, Lexia, Times Table Rockstars etc
- some live teaching (online lessons)

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 children to complete activities to the best of their abilities
- We expect parents to support their children in home learning as far as possible by:
 - Trying to find a quiet place for children to work
 - Trying to keep to routines for children (same bedtime, same time for getting up, no school work on weekend, work activities during the week with regular breaks, sending work back via Class Dojo for teachers to assess.

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

- Teachers will check on whether children are carrying out the activities each day by responding to messages and giving feedback on work
- Teachers will monitor Lexia, Reading+ TTRS & other programs
- Teachers will use class zooms to check children's understanding and enthusiasm
- A weekly class register of work accessed and returned is kept
- If children are not sending work back or joining Zooms, teachers will first try to contact parents/carers through Class Dojo
- If there is no engagement through Class Dojo, a phone call home will be made
- If still no engagement, School EWO will become involved.

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:

- Children will receive feedback daily.
- Children will be given Dojo points for work received
- Work will be acknowledged and at times receive written marking
- Verbal feedback may be given via Loom
- Teachers may share work carried out by other children to demonstrate areas they like and areas that could be improved – much as they do when children are in school
- Verbal feedback may be given during Zoom sessions

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 EHC plans will receive regular calls from the SENCo and a personalised curriculum which will be paper based where it is needed
- Other pupils with SEN will be monitored by class teachers to ensure they are accessing their work and supported according to need
- In EYFS & Y1 lots of the resources are video links where children can view adults modelling sounds or activities that children need to do.
- Younger children will be supported by the class teachers to ensure they access their curriculum and will be offered paper resource packs where necessary.

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?

- If a child is not in school because they are isolating, that day's work is accessible on Class Dojo
- Teachers will look at work at the end of the school day as they will not be available during the day due to teaching