

## Remote Learning Policy Addendum – the remote curriculum and home learning

### 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?

Online learning to begin within 24 hours of bubble closing or in the event of the whole school closure. Online learning is the preference, but paper-based learning will be available, if necessary. The school follows a remote learning flowchart to ensure that teachers, parents and pupils have equitable provision.

### 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?

The Online learning offer matches the curriculum taught in school as closely as possible. Adaptations are made in some subjects, for example, practical lessons that require resources would be demonstrated online to facilitate home learning.

## 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 and Reception	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

## Accessing remote education

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

The following Online tools and resources are used to support online remote education:

#### Online learning platforms

- Tapestry – EYFS
- Seesaw – Year 1 – Year 6
- Showbie – Year 5
- School Cloud will also be used for 1:1 intervention, speech and language support and any other individual support or meetings that are required

#### Online resources

A wide range of further Online support and resources will be used for pupils to support their remote education including:

- BBC learning platform
- RWInc phonics videos
- Oak Academy lessons
- Curriculum Visions
- Oxford Owl
- TT Rockstars and Numbots
- Lexia
- A variety of support and resources that can be accessed via the school website
- Colourful Semantics
- Word Aware strategies
- Teacher recordings

### 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:

- DFE devices to be available to identified families
- Data to be provided to identified families
- 4G wireless routers to be provided to identified families
- Paper based materials will be delivered by post to those few families that will require this

## How will my child be taught remotely?

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

Some examples of the remote teaching approaches we use in school are:

- recorded teaching inputs by school staff along with resources to support
- recorded teaching by external providers (e.g. Oak National Academy lessons, RWInc, video/audio recordings made by professionals)
- 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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely

## 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?**

- Regular advice will be available to parents on how they can support their child with their learning
- The expectations for pupils is to complete the work set and respond to any feedback given by the teaching staff
- Pupils will be expected and encouraged to request support from teaching staff which will be acted on in a timely manner by teaching staff
- Engagement in home learning will be monitored and responded to and staff will contact families where further engagement is needed

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

- Engagement in home learning will be monitored and responded to and staff will contact families where further engagement is needed. Teaching staff will contact parents via the online learning platform or a phone call home
- Pupils will be expected and encouraged to request support from teaching staff which will be acted on in a timely manner by teaching staff
- Pupil engagement will be checked daily via the online learning platform

## 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:

- Personalised feedback will be given wherever possible via the online learning platform or a phone call home
- Teaching staff will use their professional judgement to feedback effectively to pupils

## 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 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:

- Clear differentiation
- Accessible resources according to educational need
- Regular communication from teaching staff SEND team
- Provide alternative, practical resources if needed e.g. wobble cushion, pencil grip
- For children with EHCP's we will liaise with the family and Local Authority to complete Section M to outline provision
- Signpost to external agencies when 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?**

- Remote education will remain the same for all children including those self-isolating
- Online learning will remain the priority offer for all children and we will support families in accessing the learning if needed
- Paper packs will be available for children who are self-isolating if online learning is not possible