



Flamborough CE (VC) Primary School- Remote Learning Policy

Date Policy Becomes Effective: September 2021

Review Date: September 2023

Person Responsible for Implementation and Monitoring: Head teacher

Introduction

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?

Pupils will be sent home with relevant activities for at least two days so that there is time for the class teacher to replicate what is being taught in class is also accessed at home.

- 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. English and Maths can be replicated well, however, we have needed to make some adaptations in some subjects. There will however, be a varied curriculum.

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 will have up to three hours learning a day with less for the younger children.
- Key stage 2 will have 4 hours learning a day.

- We will adjust according to activity, ability and feedback.

Accessing remote education

How will my child access any online remote education you are providing? All work will be communicated through our on-line communication platform which is Class Dojo. Activities will be set and will provide links to websites, lessons on-line to watch or video clips provided by the class teacher. Marking and feedback will be completed through Dojo

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:
- Parents will be able access the work set through their phones.
- The school has surplus devices that they are able to lend out if necessary
- School is in communication with pupils so will therefore help if an internet connection is not available
- All pupils have the printed work that they need that has been delivered to families.
- Parents/ pupils can submit work to their teachers by photographing it on phones and sending it in. For any who cannot do this, paper versions can be collected by TAs from school.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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
- live teaching (online lessons) / pre-recorded videos

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?

- School has set expectations that all pupils will engage with remote education
- School has set expectations that parents will support, for example, setting routines to support your child's education

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

- A register will be taken every day to check that pupils have accessed the schedule via Class Dojo
- Records will be kept to check pupils' engagement with remote education
- Where engagement is a concern, school will message, phone, visit parents/ pupils who need more encouragement.
- It will also set up Teams meetings for specific groups, pupils, parents as and when necessary

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:
- Work will be sent in and marked and each pupil will receive feedback for this via messaging.
- Pupils will receive feedback on the majority of their work

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 SEND will have carefully selected work to enable them to access this. Extra time may be spent on explaining to specific groups. The paper work sent home is carefully differentiated
- Remote education for younger pupils, for example those in reception and year 1 allows pupils to learn new skills, practise old ones and complete a number of activities.

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?

Careful consideration needs to be taken on what work is going on in school and what can be accessed at home.

We are fortunate at Flamborough to have enough staff that can help to ensure that the work at home is as close as possible to what the children are doing in school.