

Silver Tree Primary School and Nursery



Remote Learning Guidance

Date	September 2020 – Updated March 2021
Review Date	September 2021

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.

The remote curriculum: what is taught to pupils at home

Stage 1 - If an individual child or small number of children need to isolate

School will:

- provide immediate access to our online learning platform through the secure individual Class Dojo
- provide individual login details for each of the learning platforms
- provide online, high quality lessons, videos and resources daily
- ensure all resources and lessons provided, link to current curriculum objectives within their classroom
- ensure work for each day is uploaded at least the day before
- carry out a welfare call to discuss remote learning, following three consecutive days absence, with subsequent calls as required
- provide immediate access to a Kindle Fire (at parents/carers request), if no access to a device at home
- provide daily feedback to all children who submit work through the Class Dojo Portfolio before 3.30pm or the following day

Parents/Carers Will:

- inform school as soon as the child needs to isolate
- inform school of any test results (by texting school) as soon as possible, the same day
- inform school on the first day of absence, if they would like to loan a Kindle device
- inform school on the first day of absence, if they do not have any access to Wi-Fi or mobile data
- access remote learning resources immediately, on the first day of absence
- complete online/offline daily Doodle learning tasks for Maths, Tables, English and Spelling
- ensure work is completed according to the set lessons on Class Dojo to the class timetable
- ensure submitted work is completed by the end of every school day
- submit children's work according to the class timetable through the Class Dojo app portfolio area
- contact school if they have any concerns relating to the work provided
- inform school when the child will be returning

Stage 2 – If one or more class bubbles need to close

School will:

Fulfil all of the above criteria and in addition:

- inform parents that the bubble will close as soon as possible
- activate the online messaging and work submission platform – Class Dojo
- provide daily videos on Class Dojo to review previous days learning and address any common misconceptions
- respond to parents messages (that confirm to the messaging protocol) within school working hours
- adapt upcoming lesson provision (on the school website) based on the children's work submitted the previous days
- contact parents/carers who do not have access to the internet (or mobile data), weekly
- contact parents/carers following no work submission or contact through messaging, after two consecutive days
- use children's Mathematics and English target cards to continue tracking progress through submitted work

Parents/Carers will:

- inform school on the first day of closure (or before if possible), if they would like to loan a Kindle device
- inform school on the first day of closure (or before if possible), if they do not have any access to Wi-Fi or mobile data
- complete online/offline daily Doodle learning tasks for Maths, Tables, English and Spelling
- access remote learning resources immediately, on the first day of absence
- ensure work is completed according to the set lessons on Class Dojo to the class timetable
- ensure submitted work is completed by the end of every school day

- submit children’s work according to the class timetable through the Class Dojo app Portfolio area
- send messages to teachers, adhering to the messaging protocol (see appendix 2), should they have any queries
- allow children to respond to any feedback, marking or improvement prompts, provided by the teacher

Stage 3 – the whole school closes or goes into local/national lockdown

Fulfil all of the above criteria and in addition:

School will:

- provide weekly welfare calls (if the closure exceeds two school weeks)
- send postcards and rewards home to celebrate achievements
- review the online lesson provision for foundation subjects to provide videos created by the class teachers or teaching assistants
- provide weekly online, storytime sessions, through the class Facebook pages

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	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Children will access the resources via Class 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:

- In some cases, we will lend laptops or tablets to pupils via the school office. Parents or carers can find more information by contacting the school. There will be an agreement for parents to sign.
- We have a number of SIM cards and portable Wifi devices available for educational data which can be loaned to families.
- If they do not have online access pupils can submit work to their teachers via delivery to the school office.

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 all pupils to engage with remote education each day. We hope that parents/carers will support their children as they are able by, for example, setting routines to support their child's education.

Parents should endeavour to support pupils' remote learning by creating a positive environment for their child to learn, for example:

- Distinguish between weekdays and weekends, to separate school life and home life
- At the end of the day, have a clear cut-off to signal school time is over
- Create and stick to a routine
- Provide the correct equipment in order for your child to complete the work given (stationery and exercise work packs have already been provided)
- Designate a working space if possible
- Make time for exercise and breaks throughout the day to keep your child active
- Reinforce the importance of children staying safe online
- Be aware of what your child is being asked to do, including: sites they will be asked to use and the school staff your child will interact with
- Emphasise the importance of a safe online environment.
- Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on
- Encourage your child to work to the best of their ability and praise their efforts

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

- We will check pupils' engagement with remote education daily via Class Dojo. Pupils are expected to ensure work is submitted by the end of every school day
- A suggested timetable will be provided by staff to support a good routine
- Where parents/carers struggle to follow this routine (e.g. if they are working from home), children can complete the work at an alternative time
- If work is submitted out of school hours, staff are expected to mark this and provide feedback the following day

What will you do if my child does not engage with home learning?

Should no work be submitted, the following procedures will be carried out

- A message will be sent to the parent via Class Dojo on the first day that no work is submitted
- If no response is received or no work is submitted by the following morning, a further message will be sent via the school texting system
- Should no work or response be provided, we will contact parents/carers via telephone by the following morning
- If there are further concerns or no communication is made, the Pupil Welfare Officer may carry out a home visit

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:

- Whole class feedback will be provided daily in the class forum via Class Dojo which will be followed up in the next day's video with next steps in learning
- Pupils' work is marked each day after submission via Class Dojo. This enables individual feedback to each child
- Weekly feedback by telephone for each child
- Where TT Rocks, Doodle, etc. are used assessments carried out enable teachers to evaluate progress

Additional support for pupils with particular needs and very young children

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:

- We will adapt and rephrase/shape tasks so they are appropriate.
- Additional telephone contact from school staff

Young pupils (Reception and Year 1) are likely to have particular needs which cannot easily be met in some of the ways described above. As a result, the priority will be progress in early reading and phonics.

Through this provision we will:

- Ensure continued access to appropriate reading books and resources for early readers through the provision of both online books and school reading books.
- Help parents/carers to continue to support children in their early reading and phonics
- Provide structured practice of phonics content
- Provide guidance for supervising adults to ensure that time is used as productively and developmentally as possible. This will be provided via the Class Dojo class pages.