

## 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?

### Day 1

- Learning Pack - where possible, this will be given to a child before they leave school.
- Teachers have set work on the school website

### Day 1+

- Teachers will set work that meets these Remote learning objectives:
  - **Teach** the planned curriculum
  - Clear **objectives** (SMART Tasks: Specific, Measurable, Achievable, Realistic, Timely)
  - Lessons follow the [‘Five principles for home learning’](#) (see below)
  - All children have the opportunity to make good **progress**
  - Supply **differentiation and scaffolding**
  - **Set work that is accessible to all children** with limited resources
  - Majority of tasks should aim to be completed in books and **not dependent on technology**
  - All children **receive quality feedback** meeting the principles of the Feedback and Assessment policy
- Teachers will follow the Remote Learning Protocol
  - Give a brief overview with clear objectives on a **weekly timetable**.
  - Set **five weekly tasks** set for reading, writing, maths and selected topic
  - Submit daily **recorded lessons**
  - Make regular **group video conferencing** - at least two per week
  - Make **daily contact with children**
  - **Record engagement** on the [engagement register](#) **daily**
  - Give **quality feedback** on childrens' work - mainly through Class Dojo Portfolio or Google Classroom
  - **Reward** children for effort and engagement
    - Use Dojo points for work
    - Teachers choose a home learner of the week for assembly

## 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?

As above (Day 1+), we will 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, certain practical science activities will be avoided and taught later or swapped with other objectives.

## 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:

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|--|--|
| <p>EYFS and Key Stage 1<br/><br/>(Nursery, Reception and Year 1 - 2)</p> | <p>Minimum of 3 hours per day.</p> <p>This will consist of:</p> <ul style="list-style-type: none"><li>• Phonics and/or reading</li><li>• Writing</li><li>• Maths</li><li>• Topic (i.e. Science, history, art etc)</li></ul> <p>There may also be extra challenges set throughout the week and online intervention groups for some pupils.</p>  |
| <p>Key Stage 2<br/><br/>(Year 3 – 6)</p>                                 | <p>Minimum of 4 hours per day</p> <p>This will consist of:</p> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li><li>• Maths</li><li>• Topic (i.e. Science, history, art etc)</li></ul> <p>There may also be extra challenges set throughout the week and online intervention groups for some pupils. Pupils still accessing Read, Write, Inc will also have phonics work sent via Google Classroom.</p> |

## Accessing remote education

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

Teachers will use:

- Class Dojo
  - Parents need to download the app.
  - Students can also connect to their own accounts via their parents' account
- Google Classroom
  - Students need to use their school login details.

### 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:

The school has a large number of laptops available to loan to families. Please contact the school office if you need to borrow a device.

Any printed work needed will be available to collect in the office or delivered however, this will be kept to a minimum to avoid unnecessary travel.

Parents need to submit most work via Class Dojo Portfolio using their Class Dojo app. Some may be submitted directly by students to Google Classroom.

If internet connection is a barrier, please contact the school office and we will endeavour to support you gaining access. At the current time we do not have routers available for loan but we can supply a limited stock of free SIM cards to boost internet access via mobile phones.

### How will my child be taught remotely?

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

Our teachers will provide:

- Recorded teaching (e.g. videos recordings made by teachers)
- Slides and resources will be shared via Class Dojo or Google Classroom.
- Some live teaching/catch-up sessions (online lessons). At least two live sessions per week.
- Writing books and resources (these have been supplied to every child and are available to collect from the office if you need more).

## **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 and submit their work every day.

Parents are expected to:

- provide a quiet space for children to work
- support children in setting routines and good working practices
- posting completed work to Class Dojo Portfolio.

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

Staff will complete an engagement register.

- Step 1: Day 1 of no contact will be noted.
- Step 2: Day 2 of no contact and a message will be sent]
- Step 3: Day 3 of no contact and parents will be called.
- Step 4: A visit will be made to the home to support the parent in accessing the learning.

Where there are other concerns or known barriers to learning, phone calls or home visits may be completed sooner.

**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 continue to follow the school's Assessment and Feedback policy.

Teachers will give feedback:

- On work posted on Class Dojo Portfolio;
- During live sessions;
- On live documents on Google Classroom.

Work may be marked on automated quizzes on Google Classroom.

Feedback will be given in live sessions

- the methods you will use to assess and feedback on pupils' work
- how often pupils will receive feedback on 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:

Every child in the school has been assessed on their ability to access remote learning by the SENDCo, SLT and class teachers. The children identified will be supplied with suitable work in a format they are capable of accessing.

This may be in the form of work packs made by class teachers or scaffolded work sent directly via Class Dojo or Google Classroom.

Teachers in EYFS (Nursery or Reception) and Key Stage 1 (Year 1 and 2) have carefully considered the needs of their pupils and will set work according to their abilities taking into account the demands placed on parents to facilitate the learning.

## 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?**

#### **Day 1**

- Child to complete Day 1 task set on school website. (<http://www.bluebell.norfolk.sch.uk/remote-learning/>)
- Learning Pack - where possible, this will be given to a child before they leave school.

#### **Day 2+**

- Teachers will set work that meets the Remote Learning Objectives (above)
- This will be an adapted version of the classroom learning, taking into account the needs of the child whilst balancing the workload demands of the teacher.
- A member of the class team should make contact with the child or family each day to support engagement.