

(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. Online learning is the preference, but a small number of pupils will be given access to paper-based learning if necessary.

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, 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:

Primary school-aged pupils	An average of 3 hours per day of remote learning will be provided
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Accessing remote education

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

- Via Class Dojo, personal email or the school website

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
- Vodafone sim cards to be given 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:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – This will be the preference for provisions
- printed paper packs produced by teachers (e.g. workbooks, worksheets)- For the few families unable to access online learning
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (eg. Doodle Maths, TT Rockstars and Spelling Shed, Oxford Owl for banded reading books online)

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?

- The expectation for parents is to follow the suggested timetable to support their child in completing the home learning tasks that are set by the school
- The expectation 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

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

- Pupil engagement will be checked daily via the VLE (Class Dojo)
- Teaching staff will contact parents if there are concerns about pupil engagement via VLE (Class Dojo) or phonecall

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, in a timely manner
- Feedback to be given directly to the pupil via the VLE (Class Dojo)
- Whole class feedback and activities to be given via 'class story' on the VLE (Class Dojo)

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 be provided with a differentiated, more personalised learning timetable and learning activities – this will be discussed with the parent via phonecall
- Younger pupils will have access to recorded phonics lessons via the VLE (Class Dojo/Tapestry) provided by the RWI phonics portal, and more recorded sessions by the class teacher

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?

- There will be a greater reliance on Oak Academy recorded lessons and fewer lessons recorded by the teacher
- Feedback will be given daily via VLE