

# MOGGERHANGER PRIMARY SCHOOL

## REMOTE LEARNING GUIDE



### **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students 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 students are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to pupils at home**

A students' 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 students being sent home?**

During this time our remote learning required the children to work on tasks published on our website and some activities on ClassDojo, whilst we took all necessary actions to prepare for a longer period of remote learningschool website in the Covid-19 Guidance section.

### **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?**

For many children the online resources are the same curriculum as we follow in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, it may be necessary for some children to be working on similar tasks and activities that develop the same skills, but allow differentiation such as phonics.

For some subjects it may be necessary to provide resources for a different curriculum remotely to that which we teach in school. For example, where the next stage in the curriculum requires specialist resources, such as Art where the next part of the curriculum requires clay which may not be readily available at home.

### **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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<b>Class</b>	<b>Daily lessons</b>	<b>Weekly lessons</b>
Preschool  (Chicks)	Communication and Language/Literacy Mathematical Development Phonics	Physical Development Expressive Art and Design Understanding the World Sensory activities Fine Motor activities Forest School
Reception  (Robins)	Communication and Language/Literacy Mathematical Development Phonics	Physical Development Expressive Art and Design Understanding the World Sensory activities Fine Motor activities Forest School
Key Stage 1 –  Years 1 and 2  (Woodpeckers)	English Maths Phonics	Science History Geography Computing D&T/Art Music PE Forest School
Lower Key Stage 2  Years 3 and 4  (Owls)	English Maths Phonics where appropriate	Spelling, punctuation and grammar Science History Geography Computing D&T/Art Music Languages PE Forest School
Upper Key Stage 2  Years 5 and 6  (Kites)	English Maths	Spelling, Punctuation and Grammar Science History Geography Computing D&T/Art Music Languages PE Forest School

Students would not be expected to work for any longer than a normal school day, in many cases they will be able to complete the lessons in less time and where this is the case it is strongly recommended that they spend the additional time on reading. This can be on any material of their choice.

### **Accessing remote education**

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

The Children's work will be set using ClassDojo, parents and the children can log into the system and into their own task area, where work is set or resources provided for the session. Presentation and live session/prerecorded sessions can also be delivered through this platform. Additional programmes will be used by staff to supplement the learning where needed.

Parental logins to ClassDojo allow you to see the work being set, to support your child in the completion of the work.

#### **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:

There are a small number of laptops available to be lent to children but they need to meet specified criteria in order for this to happen. If you are in need of a laptop please contact the school to see if we are able to help.

If there is no IT access available in the household and printed resources are required please contact the school. These will then be produced and you will be contacted once they are available for collection from reception or we can post them home. Please allow 48 hours for this to happen, in order that they can be printed and held in quarantine before being collected.

If children need to submit hard copies of the work this can be done by dropping work off to reception, please use the intercom to inform staff that this is what you want to do.

If you have access to a mobile phone, work can be photographed and emailed into the school, to either the member of staff directly or through the main school email address.

## **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:

- live teaching (online lessons) – this is at the teacher’s discretion and only where they are confident that they are able to deliver this using appropriate equipment and putting in place all necessary safeguarding procedures. This will be used rarely as part of the remote teaching approach.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – where it is possible to make use of recorded video clips these will be used to support the learning. Many class teachers will be making use of Oak National Academy resources which include a video clips where appropriate for each area being covered in the curriculum.
- Resource packs will be used by some class teachers (e.g. workbooks, worksheets) and where requested these can be printed out for collection.
- The children are encouraged to read as much as possible both related to the subjects that they are studying and material of their own choice.

## **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?**

- It is expected that the children engage with the materials provided as much as possible whilst at home.
- We would encourage parents to set a daily routine for them whilst at home in line with their normal school day.
- We recognise that in some cases this will not be possible, for example where there is illness within the household, where siblings are required to share access to IT resources or where parents/carers are working from home and there is limited access to online resources.

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

- The children’s engagement will be checked by their access to ClassDojo.
- Individual class teachers should be monitoring the completion of the required work. Where work is not being completed the member of staff will contact home to check if there are any issues and if any support is needed.
- Where there is a concern that a child is still not engaging with any of the work provided a member of the SLT will contact home to check if there are any issues and if any support is needed.

**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:

- Where possible work that is marked automatically online will be used in order to provide instant feedback to the child.
- Where possible work will be submitted online to enable this work to be checked in the same way that homework would be assessed by the class teacher

**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:

- Where SEND students are working at home, their designated key worker will contact home to check on the progress being made and any support needed.
- Parents are able to contact the SENCO if any additional support is required.

### **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?**

Where individuals are working from home rather than whole groups of students, they should in the first instance complete any tasks or homework set on ClassDojo and the school website.

Individual lessons will be uploaded to ClassDojo but this may be after they have been taught by the member of staff to the children in school. This is to ensure that the same content covered in class is accessible from home.

We hope this policy will not be needed now that we are out of a pandemic, but it will remain in place in case we either have to switch from face to face learning to remote learning, or in the case of a local or national emergency. This will be a starting point as to what children and parents/carers can expect from remote learning in the first instance.