



## ***Remote Education Provision***

### Curriculum Intent

#### **Curriculum design statement: intent, implementation, impact.**

##### **Intent**

The breadth of our curriculum is designed with three goals in mind:

- To give children appropriate experiences to develop as confident, responsible citizens;
- To provide a rich 'cultural capital' embedding key vocabulary and experiences throughout school;
- To provide a coherent and structured curriculum that has breadth of knowledge which is pertinent to our pupils and leads to sustained acquisition of relevant knowledge, skills and understanding of the world around them.

##### **Appropriate experiences**

We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school and to respond to the particular needs of our pupils and the community.

**Our World** – this encourages children to think and experience the way in which diversity of people, cultures, religions, opinions and places shape our community and lives within modern Britain and support tolerance, understanding and respect for others.

**Expressing Ourselves**– this encourages pupils to think and work in creative ways, whilst exploring the world around them. As a school we place a high importance on the arts and the value and enjoyment they bring to life. This is reflected in the curriculum and opportunities we offer.

**Our Possibilities**– this helps pupils to build aspirations and know available possibilities for their future lives – particularly in the community in which they live.

##### **Aims**

This Remote Education Provision Document aims to:

- Ensure consistency in the approach to remote learning for pupils who aren't in school
- Set out expectations for all members of the school community with regards to remote learning
- Provide appropriate guidelines for data protection

## 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 where national or 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?

All children will have maths tasks on Freckle and have their reading book at home with them to read. When an individual or small number of children are working at home, worksheets or CPG workbooks may be provided. When a whole class is working at home, tasks will be set on the school website for the children to access.

#### 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 adaptations in some subjects. For example, the children will not have their Power Maths workbooks at home so maths tasks will be adapted for home use.

### 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 2	4 hours
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## Accessing remote education

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

Remote learning tasks can be accessed from the school website. A link to this will be shared on Class Dojo when a whole class or large group of pupils are working remotely. Alongside the resources and tasks shared on the website, children are expected to complete Freckle tasks (Freckle School Dashboard) and reading daily.

### 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:

- We have a small number of laptops that we are able to loan out to families for home learning. Where these are required, families are asked to contact our Learning Mentor who will facilitate this.
- If families do not have access to an internet connection, we are able to provide SIM cards that can be used to access the internet on a mobile device.
- Our welfare team will provide paper copies of work for individual children who require it. The welfare team will make regular contact with the children and families to return work and provide feedback.

### How will my child be taught remotely?

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

- Live teaching (online lessons) – these will be done through Teams. The timing and link will be shared with families on Class Dojo.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers using Loom). The lesson links will be shared on the school website so that children are able to access the sessions at any time during the day.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets). These will be sent home with children prior to remote learning wherever possible. We will arrange for collection of packs from the school office or deliver packs to individuals when necessary.
- Reading books pupils have at home.
- Online platforms such as Freckle and TTRS that children use regularly within school.
- Short-term project work and/or internet research activities that allow children to share their learning in a style that they prefer e.g. video, PowerPoint, poster etc.

## 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?**

- Children learning remotely will be expected to attend at least one live lesson each day where they will be able to check in with a teacher and the rest of the children from their class.
- Where a whole class is remotely working, children will attend a morning and afternoon online session. The morning session will include a register and introduce the learning tasks for the day. The afternoon session will address common misconceptions from the day's work and share the class book.
- As parents/carers, it is important to set up routines for children working remotely. Children need to be up and fully dressed ready for the start of the school day and have a space that they are able to work quietly in.

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

- Children will be asked to upload their work to either Class Dojo or Teams. Teachers will monitor this and provide regular feedback.
- Registers will be taken for the live sessions and teachers will contact families if children do not attend. If children are regularly not attending live sessions, their names will be shared with our welfare team who will contact families.

**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:

- During the afternoon live session, feedback is provided to the class and common misconceptions will be worked through.
- Individual feedback will be provided via Class Dojo or Teams after work has been uploaded.

## **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:

- Work set for SEND pupils will focus on the skills they are working on in school. Where needed, paper packs of work will be provided and this will be overseen by our SENDCo.
- Where SEND pupils have 1:1 support, regular online session will be provided by their teaching assistant.

## **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 children are isolating individually, they will be invited to join at least one lesson each day online. This will allow them to engage with the rest of the class and still feel part of in school learning.

Lesson slides will be shared via Class Dojo or Teams for the individual pupil to work through along with the tasks that the rest of the class are completing in school.