



SKERTON
ST LUKE'S
CE VA PRIMARY SCHOOL

*Opening minds, learning through challenge and
celebrating God's world*

REMOTE EDUCATION PROVISION FOR PARENTS

Spring Term 2021

School Christian Values

Generosity, compassion, courage, forgiveness, friendship, respect,
Thankfulness, trust, perseverance, justice, service and truthfulness.

Bible Reference

Luke 10: 27 'Love your neighbour as yourself'

Policy References

This policy is written with reference to the following school policies:

- School Mission and Aims
- School Development Plan
- Curriculum Policy
- English Policy
- Maths Policy
- Learning and Teaching Policy
- Marking and Feedback Policy
- Homework Policy
- Attendance Policy
- Policy for Blended and Remote Education

Most of these policies are available on the school website. In addition, copies of the following policies are available, on request, from the school office.

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.

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?

Pupil's Blended Learning will be on Class Dojo each week. This will enhance the classroom learning and homework being provided. This will include:

- Phonics and Spelling activities that reinforce the in class learning.
- Grammar and punctuation activities that reinforce the in class learning.
- Number Bonds and Times Tables reinforcement.
- Reading and Comprehension linked to in class learning.

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;

- Maths – reinforcing, practicing and consolidating previous learning
- English – Planning units that are accessible during home learning
- Science – some learning activities/ experiments need to be planned to use resources that can be found in the 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:

Key Stage 1	Minimum of 3 hours per day Suggested timetable given to help parents plan out this learning.
Key Stage 2	Minimum of 4 hours per day. Suggested timetable given to help parents plan out this learning.

Accessing remote education

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

All learning is accessible through Class Dojo. All children have a log in provided and shared with parents. Parents are also invited to log in themselves so they can access whole school messages and shared activities.

<https://teach.classdojo.com/#/launchpad>

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:

Laptops and tablets are available to loan to pupils. Parents can contact school direct if they need access.

If printed materials are required please contact school direct and arrange pick up and ways to submit learning.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

Staff can expect pupils learning remotely to:

- Be contactable during the hours of the school day 9am – 3pm – although they may not always be in front of a device the entire time.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work

Staff can expect parents to:

- Make the school aware if their child is sick or otherwise can't complete work
- Send their child to school if their class is open for them to attend.
- Support their child in their home and remote learning if they can't attend for any reason.
- Seek help from the school if they need it – staff should refer parents to Class Dojo and other useful links for learning. Be respectful when making any complaints or concerns known to staff.

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

Pupils are expected to share at least one piece of work each day.
Staff will message the pupils direct if this is not done.
Staff will message parents direct if no work is posted over a few days.
Staff will call parents and speak to them to work out how to help the child share their learning.

How will you assess my child's work and progress?

Teachers will provide feedback on the learning that the child provides. This feedback will reflect the learning intention of the lesson, the outcome of the learning and/or the effort that the child has put into the learning.

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:

- Differentiated learning is provided to meet the needs of individual children.
- Regular support is provided by SENCo and learning support.
- Remote education for younger children is provided through practical activities as well as learning that encourages talking and listening.

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?

Pupils will be expected to access Blended Learning as supplied on Class Dojo. Learning is to be shared on Class Dojo as practiced throughout the normal homework procedures.