

Remote education provision: information for parents & carers

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education if local or national restrictions require entire bubbles to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section.

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?

Teachers aim to have the usual tasks and resources set to ClassDojo on the first day of a full closure. This may not be by the usual time of 9.30am but will be as soon as possible within the specific circumstances.

Until work is uploaded children are able to access reading on Bug Club and complete the quizzes within books. Purple Mash and Oddizzi is also available immediately.

Children also have access to their home learning exercise books.

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, in the case of sport or language sessions led by external providers an alternative lesson will be provided for children working remotely.

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:

EYFS Timetable for Home Learning

	Subject/Activity	Time (approx.)
1	Maths	35 mins
	BREAK	
2	Phonics and active time	35 mins
	Snack/movement break	
3	Literacy and daily reading	50 mins
	LUNCHTIME	
4	Topic based learning	35 mins
	BREAK	
5	Assembly/Story time	25 mins
	TOTAL TIME	3 hours

KS1 Timetable for Home Learning

	Subject/Activity	Time (approx.)
1	Maths	45 mins
	BREAK	
2	Phonics/ word skills	25 mins
	Snack/movement break	
3	English & daily reading	1 hr
	LUNCHTIME	
4	Topic based learning	45 mins
	BREAK	
5	Assembly/Story time	10 mins
	TOTAL TIME	3 hours 5 min

Additional resources are available for those families who want them via the 'home learning' section of the school website sudleyinfantschool.co.uk

Accessing remote education

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

All remote learning tasks will be set via ClassDojo. Each day the timetable for that day will be posted on your child's class story between 8.30-9.30am and each individual activity that requires a response will be assigned as a portfolio activity. This will allow you to submit work for each task, either in the form of a photograph (either of your child doing a practical activity or of their completed work in their home learning book), video, completed worksheet, etc.

Any additional resources needed for that day, such as PowerPoints, audio files, etc will also be posted on the class story.

There may also be links to activities on Purple Mash, Active Learn Maths or Bug Club.

Every effort will be made by staff to ensure that work is set promptly.

In the event of a full bubble close the messaging function on ClassDojo will be used. Messages should only be sent between 8.30am and 5.00pm. The message function will be under regular review and may be withdrawn if deemed necessary by the Leadership Team.

Children at home are asked to complete daily reading within the English part of the timetable. This may be using Bug Club, other e-books or books already at home. An alternative list of sources of books has been posted on ClassDojo and the school website home learning section. Parents are asked to make a note of any reading completed and post a picture of the list onto ClassDojo each Friday. One of the weekly tasks is to upload a short recording of the child reading a book onto ClassDojo.

Guides for parents about how to use ClassDojo and Active Learn are available on the school website home learning section.

Should accessing work be an issue, parents/carers should contact school promptly and alternative solutions may be available. These will be discussed on case-by-case basis.

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:

All children have a parent who has joined ClassDojo and is therefore able to view and access the work set.

Parents and carers were asked to complete an online survey in Autumn 2020 regarding access to equipment for remote learning and highlight if they may require paper based resources.

Parents who have requested printed materials via the online survey or by contacting school directly are able to collect packs from the school office at a pre-arranged time. Photographs of paper based work can be sent to teachers on ClassDojo.

All children were issued with a specific 'home learning' exercise book in Autumn 2020. Equipment such as pencils, crayons were also given to all children in the form of a 'party bag' in October 2020.

Tablets were provided to Looked After Children or post -Looked After Children via the Government scheme in 2020.

We have been unable to access additional equipment such as tablets for other children as the advertised Government schemes are only open for children from Year 3 upwards.

Tablets have been loaned to some families who have indicated that access to equipment is difficult and some are finding that this prevents their child from accessing remote education. Some children who are classed as Pupil Premium have also been loaned school iPads during periods of lockdown. This is discussed on a case by case basis and is also dependant on the number of devices available in school to be loaned at a particular time.

We ask that any families who have issues with internet connection contact school as soon as possible.

How will my child be taught remotely?

It is recognised by the government that remote education for younger children will typically need more involvement from parents. Extended periods of screen time for learning may not be engaging without a mix of other activities.

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

- Online tools- ClassDojo, Active Learn (Bug Club and Abacus Maths), Purple Mash and Oddizzi. Children have individual log in details for these.
- Use of recorded video lessons such as BBC Bitesize, Oak Academy, Letters & Sounds Phonics online videos for teaching. Some of these are accessed through YouTube. There will not be the provision of live lessons which require parents/carers to log in at specific times, this is in line with government expectations.
- Resources such as Powerpoint presentations to support teaching and learning
- Links to freely available websites to support the teaching of specific subjects or areas.
- Use of recorded assemblies produced by BBC and stories recorded by school staff.
- An exercise book for every child provided at the start of Autumn term 2020.
- Stationary packs were included as 'party bags' in October 2020.
- Printed learning packs where appropriate for children who do not have online access. These need to be requested in advance by parents and collected from the school at an agreed time.

Activities are planned to suit the majority of the class, some children may find the tasks more or less challenging than others. Challenge tasks are included within many of the activities for children who are able to complete the main tasks confidently. If children are finding tasks too challenging parents or carers are asked to contact class teachers for advice about how best to alter the activity.

There are also resources on the school website Home Learning tab including mental health and wellbeing support and online safety advice as well as parent guides to help you to access our remote learning resources.

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?

Sudley Infant School is committed to working in partnership with families and recognises each family is unique and because of this remote learning will look different for different families in order to suit their individual needs.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. Sudley Infant School would recommend that each 'school day' at home maintains the structure of the timetable above but understands that this may not be possible for all families.

We understand that everyone's circumstances are different, many of you will be juggling working from home as well as home schooling your child/children so we ask that children complete the home learning at a time that works best for you and your family. Some days your child may complete all of the tasks, other days only some or even none at all, please just do what you can, when you can. The quality of work completed is the most important consideration rather than quantity.

We would encourage parents/carers to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Online support for parents/carers on how to use ClassDojo and Active Learn is available on the school website if it is required.

It is recognised by the Government that remote education for younger children will typically need more involvement from parents. Extended periods of screen time for learning may not be engaging without a mix of other activities.

In line with Sudley Infant School's 'digital charter' we would encourage parents/carers to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet.

Children learn about e-safety rules in school and this applies when children are working on computers at home. The school website gives more detail about this.

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

A record will be kept of any children not responding/engaging by ticking off responses to tasks on a class list. If there has been no evidence of home learning for 4 days on ClassDojo, Purple Mash, Oddizzi or Bug Club this will be logged as a concern by staff.

If there is a concern around the level of engagement of a pupil, parents/carers will be contacted via ClassDojo to assess whether school intervention can assist engagement. If concerns continue a member of the Leadership team will contact parents.

Any concerns shared by parents/carers or pupils should be reported to a member of the Leadership Team– for any safeguarding concerns, refer immediately to the DSL or deputy DSL.

Teachers will also make welfare check telephone calls to parents where possible every 10-14 days. This will be a further opportunity for staff or parents/carers to discuss any concerns.

If parents or carers have concerns we advise them to contact teachers via ClassDojo or telephone Parent line 728-9639. A member of staff will contact you to discuss barriers to learning. We understand this can happen for a number of reasons. We will try and work with the family to encourage the child to re-engage. ClassDojo activities can be completed by the child at any time of the day, at a time suitable for the family.

The mental well-being of both parent/carer and child is also of importance to the school. We know there may be difficulties and we just ask everyone to do their best in supporting the learning the school is providing. The Home Learning tab on the school website has a range of resources to support 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:

We aim to mark work submitted by 1pm by 4pm on the same day. Where possible, staff will provide feedback. We aim to mark work submitted after 1pm by 12 noon the following day. This will be kept under review.

Comments may relate to the piece of work and may lead to an extension task or further task to consolidate understanding where appropriate. These will be sent to specific children as required.

One video clip of children reading should be submitted per week for staff to listen to and respond appropriately.

If work is seen on ClassDojo it does not need to be marked again in the 'Home Learning' books/on worksheets when children return to school.

If several pieces of evidence are submitted for a task by children, teachers should only comment on 1 piece, the others can just be accepted without comment.

Work submitted that has not been set by school staff will not be commented on but will be accepted onto a child's ClassDojo portfolio.

Teachers will post weekly comments to the ClassDojo page to give general feedback about the completed week, this may also refer to the week ahead and any follow up work that will be set.

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:

Many children with special educational needs will follow the same curriculum tasks as the rest of the class, however there are a small number of children who require a completely different set of activities. In the case of children who would have an entirely different set of tasks in school this will be reflected in work set as remote education, these children will be set specific tasks.

Teachers will prepare additional work packs for children who are on the school Special Educational Needs list to support their learning. Families will be contacted to arrange collection from school at a designated time. Packs will be paper based and support existing individual learning targets.

The SENCO (Mrs S O'Rourke) is responsible for liaising with parents/carers to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

All children with EHC plans have been offered a place in the school during a national lockdown. The SENCO is also responsible for ensuring that pupils with EHC plans who choose not to attend school continue to have their needs met while learning remotely, and liaising with the Headteacher and other organisations to make any alternate arrangements required for pupils with EHC plans.

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?

The principles for remote learning remain the same whether it is whole class or individual children self-isolating.

Work for individual children self-isolating will be posted to their individual portfolios on ClassDojo rather than the class page. This will be posted as soon as possible but may not be until later in the school day as staff will be teaching the rest of the class.

Timing of responding to or marking work will be extended as teachers will be unable to do this during the usual working day. Staff aim to mark work before the end of the following school day.

It is recommended that parents contact the school office with any queries rather than using the ClassDojo direct message function as staff will be unable to respond while teaching the majority of the class in school.

As we work through this together, it is likely that we will face challenges. We will continue to reflect upon practice and so therefore further modifications and enhancements are likely to be introduced. We recognise that parent/carers will have different expectations and different opinions at different times. Decisions will continue to be made with the knowledge, timescales and resources school has at that given moment of time and we ask all parent/carers to work with us in line with our school spirit. Unreasonable expectations or unfair comparisons sadly take efforts away from what we always strive to do which is to further improve our service. This does not mean that the school is beyond criticism. We welcome ideas, suggestions and solutions so that together we work harmoniously for parent/carers, staff and our children.