

REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

This information is intended to provide clarity and transparency to pupils, parents and carers about what to expect from remote education, where national or local restrictions require entire cohorts (or bubbles) to remain at home. The following documents have been used to inform this document:

1. DfE

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education>

2. OFSTED

<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

3. EDUCATION ENDOWMENT FOUNDATION

<https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/>

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

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?

Should pupils be required to be sent home either in their bubbles or in whole cohorts they will be supplied with access to the numerous websites and learning platforms that Croft uses to enhance our curriculum offer. These include Accelerated Reader, Reading Eggs, Mathletics, Lexia, MyOn, and links to Read, Write, Inc. Pupils will then have a work pack sent home that mirrors the curriculum that is being offered in each subject area in Secondary, and in Primary will mirror the curriculum offer that the class teacher is delivering within the classroom. Both curriculums will be adapted to blended home learning - in some instances pupils will be able to access 'live' lessons immediately and be involved in lessons that are being delivered in school, while in other instances pupils will be able to access recordings of the lessons and also access teachers and learning support assistants to support their 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 where it is appropriate. However, we may have needed to make some adaptations in some subjects. For example, this is particularly true of practical lessons such as Science, Outdoor Education, PE, and Technology lessons. In other curriculum areas adjustments have been made due to access of resources, for example, use of textbooks. There may also be adjustments in terms of the curriculum topic due to appropriateness of studying at home. Medium Term plans and schemes of work have been adjusted accordingly.

We will endeavor to:

- provide a curriculum sequence that allows access to high-quality online and offline resources, and teaching videos that are linked to the school's curriculum expectations
- give access to high quality remote education resources
- work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide paper based resources for all subjects where appropriate.

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, blended learning and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	Pupils have daily video activities uploaded (at least 3) on DoJo by staff. This includes a range of interactive activities, stories and games and pupils can watch them at a time that suits them. Parents/carers are able to contact staff via DoJo on a daily basis and feedback is given on any uploaded work/activity.
Key Stage 2	Pupils access 3 lessons per day, English, Maths and Topic. In addition to this, pupils have phonics or RWI sessions according to their group and Mrs Wilson provides Primary interventions via TEAMS. Pupils who have requested a paper copy of worksheets have been provided with these fortnightly and they can be used either in the

	<p>lessons or at a more suitable time. Staff record videos, share links with pupils and give clear instructions of expectations. They also comment and give feedback on any work that is returned. Those who are not engaging with lessons via DoJo are in school and will be supported to access the same lessons as those who are accessing blended learning. Staff are in contact with pupils daily via DoJo and those who are not coming into the primary bubble are contacted via a telephone call to check that all is well at least weekly.</p>
Key Stage 3 and 4	<p>Pupils are accessing their 5 lessons a day, the same as when they are in school. Exceptions to this are when teaching staff are in school working with pupils. Due to the nature of the bubbles in school teaching staff are working with pupils in across key stages therefore would be unable to provide 'live lessons'. These are highlighted yellow on the weekly timetable which can be found on the school website. Pupils have been provided with work packs fortnightly and these are to be used in the lessons. Work packs will be sent out fortnightly with each of these packs having a class timetable within them. Following parent/carer feedback these work packs have the date and time of the lesson attached to them. Pupils have a combination of live lessons where the teacher will host the lesson, independent study where the teacher will be available online to support learning, and lessons where the teaching staff will be available throughout the timetabled lesson to support and answer any questions that that pupils may have.</p>

ACCESSING REMOTE EDUCATION

HOW WILL MY CHILD ACCESS ANY ONLINE REMOTE EDUCATION YOU ARE PROVIDING?

Pupils will access their blended learning using two main platforms, Class Dojo and TEAMS. Pupils all have a TEAMS account and email address. For Class Dojo pupils all have access to their class folder through which they can upload work or request support. Pupils are provided with a Croft Dojo point for every piece of work completed. Work and lessons are set through invitations and assignments sent out by Teaching Staff. This is usually the day before, although some staff have set these lessons up weekly. The works packs are directly linked to these assignments, and teachers may upload the work to their assignments so pupils can access it. In some instances, neither of these platforms are appropriate for our pupils, pupils will work through work packs supported by parents and with liaison with school staff. This is due to the reluctance of some of our pupils to engage with live lessons or access the internet to complete their 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:

Where digital approaches are used, leaders are aware that limitations to internet access and suitable devices will impact on remote education provision. Leaders have made suitable alternative arrangements to minimise the impact of these limitations, either by providing pupils with devices and/or internet access, or ensuring appropriate offline provision via access to work packs. Staff can also be contacted through the Class Dojo app, which has been downloaded by the vast majority of our pupils' parents. Audits were carried out by the Computing Coordinator, and emails, text messages, social media and the school website were used to ascertain which pupils did not have suitable access. Parents and carers can continue to contact us if they do not have access to a suitable device. Following the latest lockdown we have requested more laptops using the DFE '[Get Help With Technology During Coronavirus \(COVID-19\)](https://www.gov.uk/get-help-with-technology-during-coronavirus-covid-19)' scheme - GOV.UK (www.gov.uk) - and also requested extra data and for some of our parents. We have shared links with parents about all of these opportunities via text and access to the school website, with requests to inform school if pupils do not have suitable access to either devices or the internet.

If pupils are reluctant to engage in tasks remotely we have also issued work packs that can be completed independently or with the support of live or blended learning.

In terms of submitting work, pupils can either upload their work to their TEAMS account if they have completed it electronically, or they can photograph their work and send this back to school via TEAMS or Class Dojo. Pupils can either post their work back to school or drop work at the main office. Pupils can also retain work until their return to school, where it will be marked by the teachers. Pupils receive feedback either orally during the live lessons or will receive comments on or about their work using the Assignment task pages on TEAMS, conversation on TEAMS or via Class dojo.

HOW WILL MY CHILD BE TAUGHT REMOTELY?

We use a combination of approaches to teach pupils remotely. Some examples of the 'blended learning' approaches we will use:

- live teaching (online lessons)
- accessing some of the learning platforms school has purchased
- 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 that pupils have at home - some of the curriculum teachers have adapted these to meet the needs of our pupils.
- 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

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?

Due to the range of learning needs our pupils experience, expectations for pupils' engagement with remote education is differentiated to meet the needs of individual pupils. We have had feedback from some parents during weekly welfare calls that their child will not engage in either live lessons or any form of digital learning. This is acceptable as this is appropriate for some of our pupils. For other pupils, the expectation is that attendance of both live lessons and 'catch-up' lessons when staff are available to support learning is expected. Teaching staff take a register of every lesson to gauge participation, and this is used to inform parents during welfare calls about the attendance of their child to either remote or live lessons. Again, this is very dependent on the individual child, as the learning and social needs of our pupils is so varied; pastoral staff will discuss individual participation during welfare calls.

We fully understand the pressure of home learning for parents and their children. It is important to remember that this is not your choice - you "did not decide on homeschooling, rather you are conducting emergency remote learning" through the various online platforms. Some of the best advice we can offer is:

- Distinguish between weekdays and weekends, to separate school life and home life.
- At the end of the day, have a clear cut-off to signal school time is over.
- Create and stick to a routine.
- Provide the correct equipment in order for your child to complete the work given.
- Designate a working space if possible.
- Make time for exercise and breaks throughout the day to keep your child active.
- Reinforce the importance of children staying safe online.
- Be aware of what your child is being asked to do, including sites they will be asked to use and the school staff your child will interact with.
- Emphasize the importance of a safe online environment. Set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.
- Encourage your child to work to the best of their ability, and praise their efforts.
- Encourage and support children to access remote education daily.
- Encourage and support children to keep up with the work set by school each day.
- Contact school if they are experiencing problems with accessing remote education.
- Support children, where possible, to consider feedback on work submitted.

HOW WILL YOU CHECK WHETHER MY CHILD IS ENGAGING WITH THEIR WORK AND HOW WILL I BE INFORMED IF THERE ARE CONCERNS?

We will:

- Record attendance for every lesson and these are centralized and monitored by the Deputy Headteacher and pastoral staff. Any concerns are then brought to the attention of the pastoral staff and discussed during welfare calls.
- Respond to parents' messages via Dojo, social media or the school website (that confirm to the messaging protocol) within school working hours 8:30am – 4:30pm
- Contact parents/carers weekly as part of welfare calls from pastoral staff, and discuss any concerns with blended learning. As stated previously, this has to be on an individual basis.
- Operate timely reward systems to celebrate home achievements – for every piece of work completed pupils will receive a Croft Dojo. Monitoring of Accelerated Reader and Lexia will also continue as part of the literacy rewards.

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 oral feedback may be provided.

Our approach to feeding back on pupil work is as follows:

The school will endeavour to:

- provide individual feedback to work submitted via the online learning platform. This could be in the form of verbal feedback during the lesson, using the Post aspect of the TEAMS app, or the discussion aspect of the Class Dojo app. Work can also be submitted by photograph by email, Class Dojo or to the returned work file of the TEAMS account. Other feedback that could be provided could include feedback comments on work uploaded, with staff annotating work and resending this back to pupils. Pupils can upload their work into the returned work section of their TEAMS account - this will then be marked by staff and a message will be put on the posts for them to look at their feedback. This will follow the school marking policy.
- If pupils find this too challenging then they can return their work packs when they return to school, where it will be marked and feedback provided. Parents could also return the pupils' work via post, where it will be marked and feedback provided to pupils by staff.
- Provide whole class 'live' feedback each lesson
- Where possible, pupils will receive feedback on their work via a weekly pre-arranged telephone call, to provide feedback both in relation to academic work produced and in terms of pastoral care.
- Pupils will submit work to their teachers and receive feedback, in person, following the period of isolation.
- Pupils can also continue to return work by taking a photo and uploading it to their Class Dojo, staff will then transfer this to the returned work folder with feedback.

REMOTE EDUCATION FOR SELF-ISOLATING PUPILS

IF MY CHILD IS NOT IN SCHOOL BECAUSE THEY ARE SELF-ISOLATING, HOW WILL THEIR REMOTE EDUCATION DIFFER FROM THE APPROACHES DESCRIBED ABOVE?

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. We have endeavoured to provide information regarding this below.

Pupils will be provided with a curriculum that is as similar as possible to the curriculum that is provided in school. Due to the range of abilities of our pupils in school, the curriculum may be altered so that pupils participate in revision activities, reinforcement of previously learned skills, development of literacy and numeracy skills and the introduction of new topics. Staff will endeavour to support this learning and classroom support assistants will also be available to support this. Should pupils need this support, staff in school will be available for discussion and support via telephone or email during the school day.

Further information

- Supervise your child when they are using technology. This will help them not only to stay safe but to support them with their learning.
- Ensure that the home broadband is filtered. The best way of doing this is to follow the instructions on this website <https://www.internetmatters.org/parental-controls/broad-band-mobile/> (*Google Internet Matters and follow the links to parental controls*) This will [reduce the chance of children stumbling across adult content.](#)
- Don't put in any account details linked to your family personal finances (Netflix, Credit Card, PayPal etc...) as it would be difficult to guarantee that details would be wiped if the device was reissued.
- A good child friendly search engine is <https://swiggle.org.uk/> this almost always comes up with useful results with less undesirable content.

Further Support Available

If parents have any questions or concerns about remote learning, they should contact the following:

Issues in setting work – contact the relevant class teacher via email to the school office

Issues with behaviour – contact the relevant class teacher via email to the school office

Issues with IT – contact the school office

Issues with their own workload or wellbeing – contact the School Office

Concerns about data protection – talk to the Data Protection Officer. (Ms Hawthorn)

Concerns about safeguarding – talk to the Designated Safeguarding Lead, Ms Elcock or any of the Deputy Safeguarding officers: Mr Harrison, Mrs Birbeck Mrs Beckham(online safety) Mrs Franklin-Ridley (Primary)

While we will endeavour to implement the steps outlined above, there may be circumstances beyond the control of the school that could impact on provision. For example, levels of staff absence or temporary technical difficulties.