



## 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 if 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

There are three distinct forms of remote teaching. Much of what follows applies to how pupils are taught when a class bubble is closed entirely or when school is closed to most pupils due to local or national restrictions.

We are always here to help. If you have a concern about your child's teaching or learning please contact us via ClassDojo, Teams or email.

If your concern is of a non-teaching or serious nature school advises parents to contact us by phone or email. The school email inbox is monitored throughout the school day from 8.30am to 5.00pm and we commit to making a first response within 24 hours; it is often sooner and immediate if the concern is a serious safeguarding matter.

### 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 plan to teach the same curriculum remotely as we would do if school was in session. We shall continue to follow the planned sequence and timetable for English, Maths and Topics as published on the school website. However, we will need to make some adaptations in some subjects. For example, in art or science, PE etc where parents cannot be expected to have all of the resources that may be in school we would adapt the activity or resources used. Wherever possible we adapt the activity for those at school and at home.

We will continue to plan from time to time whole-school theme days and events as we would when school is fully open.

Assemblies will continue in the same style as in school but these will be delivered Remotely, twice per week.

All subjects will continue as usual, including those activities that would normally be practiced outside school hours. There is the expectation that activities such as spelling, handwriting, mental arithmetic, times tables and reading that would usually be practiced at home continue to be done at evenings and weekends.

## What should my child expect from immediate remote education in the first day or two of pupils being sent home?

On the first day of closure all parents and carers will receive an email via ParentMail outlining how and when their children’s remote learning will be delivered and how they can access it.

Work set will be delivered via one or more of the following platforms:

- ParentMail
- ClassDojo
- Microsoft Teams

From the second day parents and pupils will receive their learning activities on the previous evening on one or more of the platforms named above.

Pupils will also receive a remote learning pack containing all of the resources necessary for pupils to engage with remote learning from Day 2 (paper, exercise book, CGP workbooks, class novel, line guides, etc.).

From day 2 there will also be live learning sessions for all age groups each day.

Live Learning Sessions via Microsoft Teams				
<b>Reception and Key Stage 1</b>		Morning check-in and introduction to the day’s learning activities		Story time/social session  20 mins
<b>Key Stage 2</b>		English  30 mins live lesson (followed by at least a 30 min remote activity)	Maths  30 mins live lesson (followed by at least a 30 min remote activity)	Story time/social session  20 mins
There is a Whole School Assembly each Monday at 9.00am. There is a 20 minute “Special Mentions” celebration assembly each Friday; at 9.00am for KS2; at 2.45pm for Reception and KS1.				
Live learning sessions for classes are staggered, so that siblings sharing devices or needing adult support at home do not create barriers to accessing learning. Where there may be a clash, families will be contacted in advance to ensure access is possible.				
All remote learning resources to accompany the online lessons are posted on ParentMail, ClassDojo and Teams. Paper copies are available on request from the school office for collection. Pupils should submit completed work directly to class teachers via ClassDojo or Teams. Our policies and documents associated with remote learning are available on the school website				

## 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 live teaching and independent work) will take pupils broadly the following number of hours each day. Work set may exceed the time that pupils would normally be in school

when school is in session time as we still expect all pupils, whether attending school or learning remotely to practice spellings, read to an adult, practice times tables etc. in the evenings and weekends.

<p>Normal session time: 08.55-15.15 = 6 hours 20 minutes daily, with one hour for lunch.</p> <p>Rec and KS1 have 30 mins of play time daily.</p> <p>KS2 have 15 mins of play time daily.</p> <p>Teaching hours for Reception and KS1 = <b>4hrs 50mins per day</b></p> <p>Teaching hours for KS2 = <b>5hrs 05mins per day</b></p>	
<p>Primary school-aged pupils Remote Learning Offer</p>	
<p>Time allocated in school's remote learning timetable each day:</p> <p>Rec and KS1 <b>5hrs and 08mins</b></p> <p>KS2 <b>5hrs and 38 mins</b></p> <p>This exceeds the time that pupils would spend on learning tasks when school as it also includes those tasks (highlighted below) which we expect pupils attending school to undertake at home outside of "school hours" such as reading and practice of spellings and phonics.</p>	
<p>Daily learning tasks</p>	<p>1 hr. English activity (30 mins of which is live daily in KS2)</p> <p>1 hr. Maths activity (30 mins of which is live daily in KS2)</p> <p>1 hr. (minimum) other subject activity</p> <p><b>30-40 minutes reading/ phonics/ spelling/ grammar at age appropriate level</b></p> <p><b>30 minutes mental Maths (KS2)</b></p> <p>1 hr. pro rata physical activity (to replace play times and 2hrs weekly PE)</p> <p>20 mins of shared story and feedback at end of each day. (Reading is a strength of the school and crucial to pupils' education. We place great value on pupils being exposed to high quality texts on a daily basis).</p> <p>Assembly 2 x 20 mins per week = 40 mins weekly</p>

## Accessing remote education

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

We use ClassDojo, Microsoft Teams and ParentMail to deliver remote learning materials and live lessons. Your child will need a laptop, tablet or other device with internet access.

## If my child does not have digital or online access at home, how will you support them to access remote education?

We use ClassDojo, Microsoft Teams and ParentMail to deliver remote learning materials and live lessons.

- We have surveyed all families and have established that all have access to at least a shared device with the majority having more than one device. We invited some into school as “vulnerable” for this reason.
- We have staggered live lessons/ meets across classes so that those sharing device can still access lessons and meets without disadvantaging siblings.
- We can provide laptops and have access to free SIM cards from Vodafone.
- All families can access resources sent digitally, but may not be able to print. We plan activities so that printing is not necessary, and encourage families to record activities in a provided exercise book or paper if possible. However, we do provide printing for families that have no printer and prefer to print. We do encourage families to record activities in a provided exercise book or paper if possible.
- Work can be submitted by taking photograph on a phone and uploading to ClassDojo. All families access ClassDojo.
- Parents and pupils who are having difficulties accessing the learning or who need further information or support with learning should contact the class teacher via ClassDojo or Teams. Concerns related to other matters must be shared via the school [admin@estfeld.doncaster.sch.uk](mailto:admin@estfeld.doncaster.sch.uk) email address.

## How will my child be taught remotely?

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

- live teaching (online lessons)

KS2 at least 2 x 30 minute lessons and class story/feedback meeting daily

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

White Rose Maths videos used daily and other videos from a range of providers and websites listed below to support learning, including those made by the class teacher.

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

CGP grammar, spelling and phonics resources, CGP maths practice books and worksheets produced by the class teacher.

- textbooks and reading books pupils have at home

Class texts for shared reading and novel study have been sent home where available to KS2 pupils.

Excerpts from texts for shared reading and novel study when applicable.

All pupils in Rec, KS1 and lower KS2, and some in upper KS2 are allocated individual online reading books on Reading Planet

Reading books supplied by school.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Pupils will be directed to specific sections or activities on websites to support their learning. The websites we use include but are not limited to:

White Rose Maths, Classroom Secrets, BBC Bitesize, self-made videos for phonics uploaded by class teachers to ClassDojo, Oak National Academy, Charanga, ASE (Association of Science Education), Developing Experts, Reading Planet and Letter-join

- long-term project work and/or internet research activities (as per the **schools full opening guidance**, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Internet research is used as part of a learning sequence and for specific, directed activities associated with the curriculum. These would only be used as one element of learning in a sequential program of lessons.

## 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?

Pupils are expected to join the class in the morning daily; join assembly twice each week; join the class at the end of the day for story and feedback session.

Registers are taken in these sessions and non-attendance is followed up with contact with parents.

Class teachers keep a record of those not engaging and contact to encourage and offer support.

School has a Remote Learning Policy and a Remote Learning Protocol for each phase which have been shared with parents.

Each class teacher had shared the class timetable for remote learning with parents and carers.

Parents can help by providing children with a suitable space to work. The best place for pupils to work is near to an adult at home that can help. It doesn't need to be a desk, but should be a space large enough for pupils to organise your books and equipment; it could be your dining table.

It is good to encourage your child to have a routine and use the timetable sent by the class teacher to organise the equipment and resources you might need before starting each lesson.

There is good communication between parents and school via ClassDojo on learning matters and we encourage parents to seek support if they need it.

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

Engagement is checked daily by the class teacher and daily attendance is expected.

Parents are asked to report their child as ill if they are unwell, whether they are attending school or not. Class teachers will contact parents where pupils are not engaging and a reason has not been given (eg. illness); this will be via Class Dojo/ParentMail/Phone.

Where a class teacher is concerned about levels of engagement or quality/understanding of work produced, the class teacher will contact parents to offer support and guidance by ParentMail and /or telephone.

If necessary, the class teacher can seek advice from the SENDCo and other professional partners outside school to address concerns.

If engagement is not regular, then this will be considered a safeguarding issue and school would take appropriate action.

### 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:

Verbal feedback at point of teaching in live lessons, questioning during lessons and quizzes will all be used for assessment purposes.

Written feedback/comments in ClassDojo and Teams.

Whole class feedback in live session or small group/individual live sessions.

Pupils will be encouraged to self-mark where applicable and the class teacher will use information from work submitted to assess knowledge and understanding.

Written feedback is given for all work that is submitted on Teams or Class Dojo – this will be at least once per day per child (unless no work is submitted).

Class teachers will use the information received about pupils' attainment and assess progress against the learning objectives of work set and the age-related expectations of the National Curriculum and the Foundation Stage Profile.

## **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:

We offer a school place to those we consider vulnerable and strongly advise parents to accept the offer.

Where the pupil is at home and cannot access the learning, even with differentiation, then they will be offered daily one to one live learning sessions.

### Vulnerable Pupils

We invite pupils who we deem as vulnerable to attend school during closure and this includes not only pupils with an EHCP or open to Social Care, but also pupils who school identifies as needing additional support for a variety of reasons. Some, but not all pupils with a Special Educational Needs Support Plan, will be offered a place, dependent on the level of need.

Should vulnerable pupils not attend then their class teachers will differentiate the activities that the pupils receive.

Class teachers are aware of the support that pupils with a SEN support plan may need and will address this as part of the remote teaching offer.

Any resources needed will be provided by school if the pupil is working at home (eg. coloured paper, coloured overlays etc.) if they have not got these at home and we ask parents to request these if they have not got them or run out.

Class teachers will monitor engagement and make contact with those who they feel need additional support to engage their child. As many of these pupils may need adult support it is crucial that school can support the parents. There are clear means of communication with school and parents via ClassDojo, ParentMail, and email. We encourage all parents to get in touch if they need support and are pro-active in contacting those we feel are in need of additional support.

Our SENDCO will monitor needs and provision for pupils identified as having additional needs and will continue the SEND review process and review meetings, remotely.

### Younger Pupils

Pupils in Reception and Y1 have been provided with a pack of resources that they may need for practical activities, as less of the provision for this age group will be electronic or paper-based. Class teachers may post videos of themselves giving explanations, practicing phonics etc. so that the children can refer to them at any time or multiple times to reinforce learning. Parents will be supported to recognise that these pupils need access to quality play activities and advised how to support these at home.

We do not believe that lengthy live lessons are the most appropriate form of learning for our younger pupils and know that resources such as pre-recorded videos, whether commercial or school produced are often best as the pupils can view and re-view if necessary at a time that suits them.

Pupils will have a registration/morning meet during which the class teacher will explain the activities for the day. The length of this meeting will be age-appropriate. Pupils will also engage with the story/ end of day feedback session where the class teacher will give whole class feedback and story time. Reading is a strength of the school and crucial to pupils' education. We place great value on pupils being exposed to high quality texts on a daily basis. School has invested in Reading Planet so that pupils can access new high quality reading material that is allocated by school so at an instructional level for the pupil. Pupils will also be able to collect a package of reading books once each week and return them for exchange on the following week. Books will be quarantined in school and adults advised to do the same on taking books home

### **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?**

If self-isolating when school is fully open, pupils are directed to Oaks Academy or similar provision for the first day of the absence until the class teacher is free to send work. Work that mirrors that being completed in class is then sent at the end of the first school day via ParentMail/ClassDojo/Teams as appropriate by the class teacher for completion on the following day. This will be sent via ParentMail, ClassDojo and Microsoft Teams as appropriate. Pupils will be invited to join the class Maths and /or English lesson if this is appropriate (if the lesson had been very practical in nature or requires specialist resources then it may be appropriate to substitute with an alternative activity for the isolating pupils).

Work is sent daily until the pupil is able to return to school, when they should then be able to resume work with the rest of the class seamlessly.

Communication between home school is easy for parents of pupils who are isolating as they are familiar with using ClassDojo and Teams as this is used every week for homework. For queries and support about learning parents can use ClassDojo or Teams or email if they prefer. Class teachers will respond during school working hours, often the same day to messages on ClassDojo and Teams.