



The remote curriculum: what is taught to children at home

The first day of being taught 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 children being sent home?

Day 1 of remote learning

On day one of your child not being in school, please use Teams to contact the class teacher. The first day will follow the timetable below with some potential change's dependent on circumstances.

Suggested timetable:

Maths	30-60 minutes	Timetables Rockstars and work set on Teams
English writing	30-60 minutes	Work set on Teams in class groups
English reading	30-60 minutes	Read your school reading book and take a quiz on Accelerated Reader or read an online story using MyOn
Foundation	30-90 minutes	Work set on Teams in class groups

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?

Work will be set on **Teams** in line with what the children are covering 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, the PE and music curricula are different due to the equipment required and so activities for these subjects have been adapted.

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 children in EYFS and KS1 broadly **three hours each day** and children in KS2 broadly **four hours each day**.

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

We set work using the **Teams**, which all children have individual log in details for.

Children may also need **Zoom** for joining daily class meetings and assemblies. They will not need any log in details for this though, just links to join meeting that are posted on Teams.

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 children may not have suitable online access at home. We take the following approaches to support those children to access remote education:

- We have some laptops and tablets to lend to children for the duration of the lockdown. If your child does not have use of a device, please contact the school office.

- We are able to issue SIM cards for certain devices that will enable more data if parents require it. Contact the school office for more information.
- Printed materials can also be provided – speak to the class teacher about this. This work can be returned to school for teachers to assess.

How will my child be taught remotely?

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

- Some live lessons
- Some recorded teaching
- Some voice overs to explain images on slides.
- Some voice notes on Teams to give instructions.
- Printed paper packs produced by teachers if needed
- <https://trockstars.com/>
- <https://play.numbots.com/>
- <https://www.myon.co.uk/login/>

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

Children should log on to Teams each morning for their daily lessons to start at 9am

Teachers will explain work for the day, give feedback on the previous day's work and make sure that everyone knows what work needs to be uploaded and how. Children might also receive individual feedback through messages on Teams.

Just as in school, children should be encouraged to make positive choices when engaging with remote lessons. We encourage children to

- Wake up at a reasonable time as if they were attending school, getting dressed and being on time with all the necessary equipment.
- Remaining respectful - only using the chat for kind words and when they have been asked to.
- Staying safe which includes not sharing personal information, reporting anything that makes them feel unsafe and taking regular screen breaks.

Children will be supported with new learning and have opportunities to practice things that they have already learned and so should not need too much help from parents. Parents can help their child to be independent by:

- Discussing what went well and what they could do better each day.
- Setting a timetable or checklist of things to achieve each day.
- Encouraging children to join the daily class meeting and the daily assembly.

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

All work is checked on Teams and a register is taken each day of attendance at the class meetings.

If your child is not uploading their work, their teacher will call you to see what they can do to help. The same goes for non-attendance at the daily class meeting.

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 is also a valid and effective method, amongst many others. Our approach to feeding back on children's work is as follows:

- All work submitted will be read and analysed by a teacher or a TA.
- All work submitted will be acknowledged.
- Sometimes, a teacher or TA will post a comment containing feedback on the child's work.
- Often, the teacher will give whole class feedback during the daily class meeting.

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 children, for example some children 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:

- 1:1 Teams catch up for pupil/parents to talk through the work if needed.
- Work set is suitable for the needs of the children.
- If support is needed for social, emotional or mental health reasons, this is provided through phone calls / Teams via the class teacher, TA or ELSA.
- Weekly check in phone calls from the class teacher or SENDCo regarding outcomes on SEND support plans and support for parents if needed.

Remote education for self-isolating pupils

Where individual children 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 children both at home and in school.

- Day 1 of self-isolation: work from Teams as detailed above.
- Day 2 of self-isolation: work will be set through Teams but may differ slightly from some lessons being taught to children in school. The teaching maybe carried out by a teacher or a member of support staff, dependent on staff capacity. In the case of staff not being available, online tasks will be set or packs will be delivered for children to complete independently.