

REMOTE EDUCATION LEARNING OFFER

for pupils at Hade Edge School

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.

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

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?

Pupils should access work that is posted on Class Dojo and complete tasks set. They should also use Class Dojo to communicate with their class teacher. This work is scheduled each day and will be posted for them to complete and respond, opening up feedback links with the teacher.

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, PE, where specific equipment is available within school.

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 & Key Stage 1	At least 3 hours per day. This may involve phonics, literacy, maths and a foundation subject. We also encourage daily physical activity and screen breaks between learning
Key Stage 2	At least 4 hours per day. This will involve Literacy, maths and a topic based foundation subject. We also encourage daily physical activity and screen breaks between learning

Accessing remote education

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

Pupils and families / carers can access pupil work via Class Dojo. They can use a computer, tablet or mobile device.

Where families struggle to access this due to a lack of or break down of personal IT devices they should contact the school.

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 a pupil meets the Government's laptop scheme eligibility a referral from the school would be submitted on behalf of the pupils and lap tops issued via the LA referral offer.
- Where pupils do not have connectivity access then families should contact the school to discuss the issue so that alternative arrangements can be reached to support the pupils.
- School will print learning resources should families have problems with home printing.

How will my child be taught remotely?

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

- Live Lessons are not being used to teach pupils. However, teachers prepare video lessons that pupils can play and detailed instructions are given via the Class Dojo tasks.
- Teachers engage with pupils and give feedback and next step prompts regarding their work so that children have personal contact with the teachers.

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?

Expectations of pupils when learning remotely;

- Try their best and model our school values when working and learning remotely at home.
- Follow the daily timetable for their class, completing work in chronological order.
- Take screen time breaks away from their device between each timetabled learning opportunity.
- Be contactable during the school day for support and guidance with learning set.
- Complete work to the best of their ability with as much independence as possible and 'turn in' work once completed.
- Seek help if they need it, from staff giving marking and feedback from their class bubble.
- Alert teachers if they are not able to complete work.

Expectations of parents/carers to support remote learning:

- Make the school aware if their child is sick or otherwise cannot complete work.
- Seek help from the staff in your child's bubble if assistance is required.
- Encourage your child/ren to try their best and model our school values when working and learning remotely at home.
- Support their child/ren to follow the daily timetable for their class completing work in a chronological order and 'turning in' completed work.
- Monitor and ensure their child/ren take screen time breaks away from their device.
- Be respectful when raising any concerns to staff or making a complaint.

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

- All work should be returned in some form via pupils submitting (editable PDF/photographs) via return posts on Class Dojo
- Work completion time to be returned would ideally be on the date that the work is set. However, please try to complete work within 48 hours from the date and time that the work has been set.
- Work should be marked, feedback given and returned or responded to using Class Dojo.
- Marking and feedback will be done as soon as possible. The marking of Phonics, Literacy and Numeracy work will be prioritised due to the sequencing of these lessons.
- Staff will keep records, sharing their Evaluation of Engagement Records for their class with the HT / AHT to then draw upon a whole school evaluation of engagement to share with significant parties.
- If a pupil is deemed Vulnerable, under the government's criteria, defined as: SEND, pupil premium or are not engaging with remote learning, and not accessing learning on site then contact with these families should be at least twice a week.
- Where parents raise concerns regarding work set or their child's ability to complete the work, this should be discussed with the class teacher in the first instance.
- Where pupils are not accessing or completing work, forming a pattern or in a specific subject then the staff within the class bubble will make additional telephone communications with 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:

- All work will be acknowledged by the teacher / staff.
- Pupils will engage in feedback communication via Class Dojo
- Marking / feedback will be carried out as soon as possible with literacy, numeracy work prioritised

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:

- Remote learning for pupils with SEND will be differentiated so that the learning is accessible and appropriate for the pupil
- If a pupil is deemed Vulnerable, under the government's criteria, defined as: SEND, pupil premium or are not engaging with remote learning, and not accessing learning on site then contact with these families should be at least twice a week.

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?

Our approach to remote learning when a family has to self-isolate is no different, unless they are ill. In the case of a pupil been ill then they should contact the school to explain that they are ill and should therefore not complete the work until fully recovered.