

Place Farm Primary Academy

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

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?

In the first instance, whilst we conduct the transition to remote learning, we will make Oak National Academy resources and links available on the children's 'Class Stories' through our remote learning platform 'Class Dojo'. The children will receive links to recorded lessons and resources to support learning in the core subjects including: Reading, Writing, Maths and Science. Parents will be able to collect exercise books from the front of the school so that all children can record remote learning at home. All parents will have the opportunity for direct communication with the class teacher, as required, through Class Dojo

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. We record videos that reflect the learning that would take place in the class room and the same learning objectives and outcomes are expected of the pupils 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, in line with DfE guidance:

Primary school-aged pupils	Key Stage One pupils are to have up to three hours face – to face teaching and three hours of self-study. Key Stage Two pupils are to have up to four hours face-to-face teaching and three hours of self-study.
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Accessing remote education

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

Children will access online remote education through our online learning platform – Class Dojo. Children will be shared a unique QR code to get both them and their parents connected.

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:

If a child does not have access to a device or cannot connect to the internet then we will initially provide printed resource packs for the child. These will contain slides, worksheets, Knowledge Strips, Knowledge Organisers and any resources to support their learning at home. Parents of the pupils can return the written packs to the school for the attention of the teacher to mark, or alternatively email photos of the completed work to the class teacher through the Class Dojo platform. Should pupils require specific support, the parents can request a phone call from the teacher.

We will also aim to lend pupils a device if they do not have one, or if there is a considerable demand for a single device within a family with a large number of siblings. Parents will be expected to either collect these from school or alternatively these will be delivered to the home with a home-school agreement ensuring the device is returned in full working order.

How will my child be taught remotely?

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

- Teachers will set appropriate work for those pupils in their year group bubbles.
- Teachers will plan together on a Friday afternoon in their weekly planning time (PPA).
- Year group bubble teachers will decide on who will be the face-to-face teacher and the remote learning teacher. This may be alternated over time.
- The face-to-face teacher will deliver the daily timetable to the 'Key Worker' pupils from the year group bubble. Children will be expected to record work in their class books, and teachers will mark and give feedback to work in line with the school marking policy. The teachers will also be expected to phone parents from their own class on a fortnightly basis. The face-to-face teacher can use P.E time for this, or decide to call three- five parents a day fortnightly.
- The remote learning teacher is to provide recorded lessons that are as close to the real classroom learning experience as possible. The key aspects of each lesson should be: retrieval of previous learning, introducing and explaining new learning, explicitly modelling new learning and skills (My turn, your turn), going through anticipated misconceptions, providing independent work and going through the answers to provide feedback. Teachers should also set clear expectations around independent tasks. Recorded lessons could be via a range of platforms, including Zoom, Class Dojo or Loom and these are to be shared through Class Dojo for every lesson on their timetable. The teacher is to share this on Class Dojo for both classes and for all children who are working at home. Children will be expected to take a photo of their work and upload it via the individual pupil portfolio.
- Partner teachers should liaise with one another, daily and during weekly PPA, to ensure that work across the year group is consistent and in-line with school expectations, although work may require differentiation to meet the needs of pupils.
- For all classes, there will be some live lessons showcasing live marking, reading stories to the children or giving the pupils whole class feedback related to their prior or current weeks learning.
- Teachers should pre-empt the need to provide differentiated activities, to challenge or support pupils as necessary.
- All work will be set on Class Dojo, with the exception of those pupils who are unable to access remote learning. In this case, SLT will need to be made aware, to seek further support. Hard copies of resources will be made available to pupils as a last resort.
- For all curriculum subjects, teachers will still use whole school plans and initiatives (for example Maths Mastery, Jane Considine's The Write Stuff, Alex Bedford's learning sequences for Project and Science and the school's reading curriculum).
- Work will be uploaded to Class Dojo in time for pupils to begin at 08:45am each day.
- Teachers will provide learning resources for those subjects that would normally have been taught in school that day.
- Learning will be 'chunked' into sections, to support pupils working at home; lessons may be shorter (but no less than 30 minutes), to accommodate the challenges of home learning and working online.
- To support pupils to work independently at home, teachers will provide appropriate scaffolding: word mats, success criteria, prompts, sentence frames, question frames, etc.
- On Friday afternoons, no further work will be set. This is to allow pupils to catch up with any work missed and will also allow teachers to produce a video 'rounding' off the week by providing whole class feedback (see below).

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?

Our expectations is that all pupils engage, on a daily basis, with the remote learning. We also expect all children to provide a photo of the work that they have produced in each of the subjects. This is then uploaded on to the child's portfolio on Class Dojo. If the children are struggling – then they are to contact the teacher through Class Dojo or through the school office for further support.

We expect the parents to support their child at home, where needed, particularly for younger children. Class teachers will make fortnightly phone calls with all families in their classes to check that everything is going smoothly. Additionally, class teachers share their class timetable on a daily or weekly basis to inform parents of what to expect each of the week in terms of learning.

Reading is a huge priority for children, both in school and at home. We strongly urge parents to support their children by listening to them read for at least 15 minutes every day. They should also ensure that their child quizzes regularly on completion of each book. New books will be re-issued by school for those families who fully engage with this. If any parents require support or guidance in supporting their pupils with reading, they should contact the class teacher, who would be happy to support.

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

Our plan is to check pupil engagement on a daily basis, through looking at work uploaded on Class Dojo. In the first instance, if there is an issue, we will contact the parent to see if their child is able to access the work. This will be through Class Dojo or via a telephone call. If the child is able to access the work, but is choosing not to complete it, then we will arrange either a home visit or have a phone conversation with the child. Engagement will then be monitored by the class teacher more frequently. If it continues, then a member of SLT will be informed and that child will be called or visited by that member of staff.

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 feedback on pupil work is as follows:

- Where possible, teachers will aim to provide feedback to pupils on the day that they upload work. Teachers will provide a short comment on the pupils work and 'like' the piece of work before approving the post to the pupil's portfolio on Class Dojo. Where this is not possible, due to the demands of the working day or where only a minority of pupils self-isolating, teachers will provide comments/feedback to work the following morning.
- If a piece of work is not completed to a satisfactory standard, it is essential that the piece of work/ post is returned as a draft with a comment/ reason explaining why it has been returned.
- Where parents have specific questions relating to their child's work, they may contact the class teacher, via Class Dojo, or request a telephone call.
- Pupils will be rewarded for their efforts in remote learning by being awarded Dojo points – 1 point will be awarded per subject completed. For example, one point in Maths, one point in English and one point in Project and/ or Science.
- Pupils will submit the work through taking a photo and submitting it on their individual pupil portfolio – on Class Dojo - ready for the teacher to mark and offer feedback.

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:

For pupils with SEND, we will differentiate the learning tasks that are sent home and include resources to scaffold the tasks, such as word mats, sentence starters and differentiated activities. The SENDCo will provide a list of supporting resources to share with class teachers, so that they are supported with providing appropriate bespoke resources to those pupils who are on the SEND register. If any parent has any concerns, we encourage them to contact the class teacher, who will put them in touch with our SENDCo, to offer further support.

For younger pupils, we will offer the same remote education as the rest of the school. However, we will record longer videos and distribute more resources to scaffold their learning. We will also ensure that videos and independent tasks are clear for all pupils to access.

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?

Pupils who are self-isolating will receive the same education as stated in the above – recorded videos and clear explanations/ resources linked to the National Curriculum. The only difference will be – if there are only a small minority of pupils working from home, compared in school, then we will provide ready-made resources and links from approved sources such as Oak National Academy.

These resources will help the children to continue to receive quality first teaching at home, sequenced clearly, through live video recording and ambitious resources linked closely to the National Curriculum. It will also alleviate some pressure on the class teacher to provide recorded resources throughout the day, whilst also being expected to deliver quality first teaching to all pupils in the class room.

Feedback to the work will be provided during the following morning at the latest and will consist of a short comment and a 'like' on the piece of work. The child will also receive three Dojo points to praise their contributions for the day. In the unlikely event that the work is not produced to the standard of the class teacher or the school then the work will be returned as a re-draft for the pupil to improve.

Pupils and parents of pupils who are self-isolating can also contact the class teacher to request a phone call, if needed.