

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 will be able to access remote education via the school's platforms: Class Dojo in Key Stage 1 and Google Classroom in Key Stage 2 from their first day of absence.

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?

- Your child's timetable will mirror that of in school. To support parents and carers, a model timetable will be accessible to support routines.
- Wherever possible and appropriate, pupils will be taught the same curriculum remotely as they would follow in school. However, teachers may need to make some adaptations in some subjects. For example, there may be adjustments to the music and PE curriculum. These adaptations to the curriculum are based on a family's access to resources, space and equipment. A key focus for PE lessons, will be for pupils to engage in regular physical exercise to support pupils in maintaining their fitness levels.

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:

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| <p>EYFS</p> | <p>A minimum of 3 hours a day.</p> <p>All work will be available before 9:00am.</p> <p>So parents and carers are prepared for the week ahead, a weekly class time table will be shared on a Monday.</p> |
| <p>Key Stage 1</p> | <p>A minimum of 3 hours a day.</p> <p>All work will be available before 9:00am.</p> <p>So parents and carers are prepared for the week ahead, a weekly class time table will be shared on a Monday.</p> <p>Through the weekly time table, pupils are encouraged to have brain breaks and participate in regular physical activity.</p> |
| <p>Key Stage 2</p> | <p>A minimum of 4 hours a day.</p> <p>All work will be available before 9:00am.</p> <p>So parents and carers are prepared for the week ahead, a weekly class time table will be shared on a Monday.</p> <p>Through the weekly time table, pupils are encouraged to have brain breaks and participate in regular physical activity.</p> |

Accessing remote education

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

EYFS:

Pupils in EYFS, will receive their lessons via Class Dojo. If the whole class is isolating, the class teacher will provide a recorded input to the lessons and set activities. Pupils are encouraged to pause videos, respond to questions and complete learning activities as directed. When handing your child's work in, please use the Portfolio section of Class Dojo. During the school day, your child's class teacher will respond to your child's work and any questions that you have.

Key Stage 1 (Years 1 and 2):

Pupils in Key Stage 1, will receive their lessons via Class Dojo. If the whole class is isolating, the class teacher will provide a recorded input to the lessons and set activities. Pupils are encouraged to pause videos, respond to questions and complete learning activities as directed. When handing your child's work in, please use the Portfolio section of Class Dojo. During the school day, your child's class teacher will respond to your child's work and any questions that you have.

Key Stage 2:

Pupils across Key Stage 2, will access blended learning through Google Classroom. If the whole class is isolating, the class teacher will provide a recorded input to the lessons and set activities and quizzes. Pupils are encouraged to pause videos, respond to questions and complete learning activities as directed. The work can then be 'turned in' to the class teacher who will provide feedback on their learning. During the school day, your child's class teacher will respond to your child's work and any questions that you have.

If my child does not have digital or online access at home, how will the school 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 you have a change of circumstances, parents and carers are encouraged to contact the school so they can receive the technical support that they need. The school has a selection of Chrome Books that can be loaned if there are no other suitable or accessible devices. Should a device be needed, a parent or carer will be asked to sign a user and use of equipment agreement. Once this has been agreed, the child will loan the device for the period of the isolation.
- Through contacting the school, paper resources can also be requested.
- Within school, each class teacher monitors the work that is sent in. If work is not being handed in within two days, a child's class teacher will contact the family to discuss further support that can be provided.

How will my child be taught remotely?

At South Bersted Church of England Primary School, use a combination of the following approaches to teach pupils remotely:

At South Bersted, we aim to provide our pupils with a broad and balanced curriculum and high quality education when working remotely. The school will use a range of approaches to meet pupils' learning needs including:

- *Pre-recorded inputs for English, maths and foundation lessons,*
- *Current online learning portals e.g. Oak Academy,*
- *Educational websites,*
- *Quizzes,*
- *Reading books/ booklets.*

Teachers will ensure lessons are inclusive for all pupils and that they are adapted to meet the needs of SEND and vulnerable pupils.

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?

- Clear routines are in place to support a child's learning and where possible the year group timetable is being used.
- Parents engage and model a positive attitude towards their child's learning.
- Pupils are expected to complete the four set tasks. Where there is no work from a child on two consecutive days, the school will contact the parents/carers to offer support or advice in helping parents/carers and pupils access their learning.
- In addition to this, pupils are also expected to engage in 'daily tasks:' reading, times table work, daily collective worships.
- Where there are concerns regards their child's learning, parents and carers engage quickly with their child's class teacher.

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

- Each day, teachers collate the number of pieces of work received by each child in their class. If after two consecutive days, no work is received the class teacher will contact the parents/ carers to discuss any concerns and provide support as appropriate.
- If there is no change, the parent or carer will be contacted by a member of the school's senior leadership team.

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.

- Teachers will assess and provide clear feedback to pupils' work through the platforms. When misconceptions are identified, clear feedback will be provided and pupils will be expected to edit and improve their work before re-submitting.
- Following assessment, lessons will be adapted to meet the needs of pupils.
- Quizzes will be set to provide pupils with immediacy of 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:

- To support younger pupils within the school, the school uses Class Dojo in EYFS and Key Stage 1 to support pupils engaging in paper based, active learning that promotes discussion and first hand experiences.
- The class teaching assistant will provide targeted support to pupils. The targeted support will be focused on a child's ILP outcomes.
- In some cases, the child will be supported through live lessons if deemed appropriate.
- In meeting the needs of all pupils, additional resources, may be sent 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 your child is having to isolate because they and/or a member of the house hold is displaying symptoms they will receive blended learning within 24 hours of notifying the school. In this case, your child will receive the set task and the resources via either Class Dojo or Google Classroom.

Lessons will have a clear explanation, but due to the class teacher teaching face to face it will not be possible to provide recorded inputs to lessons. Work is tracked and pupils are expected to return the work unless they are unwell. As above, pupils will receive clear feedback on their learning.