

# Skelton Primary School

## Remote Learning Overview – 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 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.

At Skelton, we pride ourselves on our pastoral and nurturing approach which sits at the heart of our school community. Alongside our extensive home learning package (outlined below), we also commit to regular check-ins with our families completed by class teachers and members of the senior leadership team. As a school, we will go above and beyond to ensure that families remain happy, safe and motivated during, what can often be, very difficult times.

### The remote curriculum: what is taught to pupils at home

As a school, we approach home learning with a 2 tiered approach.

#### **Tiered approach:**

The different tiers of remote learning are defined as the following:

- (1) Short-Term Closure (up to ten working days): class teachers will coordinate the relevant material via Google drive, Class Dojo and Tapestry.
- (2) Longer-Term Closure: in the event that the school / bubble / phase is closed for longer than 10 working days, we will move to a model by which the four phases in school will set work for their bubble / year group using Tapestry, Class Dojo and Google Classroom.

The school reserves the right to vary the methods described below in the light of developing situations surrounding the reasons behind any closure.

At Skelton, we aim to provide a robust home learning strategy for all children. This includes those who may be isolating for a few days, or for complete school lockdown.

Our strategy aims to:

- Minimise the disruption to pupils' education and the delivery of the curriculum.
- Ensure provision is in place so that all pupils have access to high quality learning resources.
- Protect pupils from the risks associated with using devices connected to the internet.
- Ensure staff, parent, and pupil data remains secure and is not lost or misused.
- Ensure robust safeguarding measures continue to be in effect during the period of remote learning.
- Ensure all pupils have the provision they need to complete their work to the best of their ability, and to remain happy, healthy, and supported during periods of remote learning

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

In the first instance, school will act in a timely manner to ensure that home learning is available for the following day. This will take on the form of daily lessons shared on our Remote Learning platform and parents will be provided with a timetable of the learning to take place each day.

In the following days, staff will endeavor to speak with each family in order to offer any additional support, including offering digital resources, such as Chrome books on loan.

**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, for subjects that require specific equipment e.g. science and technology, topics may be simplified so that they can be reasonably achieved at home.

We aim to adapt our curriculum, so that age related standards can still be met whilst working from home, this may be achieved by breaking curriculum objectives down into smaller chunks, or using videos to replace live modelling and experiments.

Marking and feedback remains broadly the same, with teachers making timely and astute comments and judgements against age related expectations, whilst supporting the individual needs of each child.

## **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:

<b>Key Stage 1</b>	3 hours
<b>Key Stage 2</b>	4 hours

## **Accessing remote education**

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

Every child in years 1-6 has a Class Dojo or Google account and login details to access their online classroom. Through this platform, children will be able to access their daily remote learning which is broken down into individual lessons.

We also provide additional subscriptions to a number of online platforms for children to enhance their daily learning, these include TT Rockstars, Bug Club & Spelling Frame, Epic Read and Phonics play.

For children in EYFS, each family has been provided with a Tapestry login and access to their child's online progress. Through this platform, families will be able to access bespoke remote learning suggestions by our EYFS team, along with the opportunity to view, upload and update their child's progress.

All children are provided with their login details at the start of the new academic year, however if unsure, families can always contact the school office, who will be able to provide any missing details.

We also have a number of additional online resources, which may be targeted at individual children who present additional needs.

**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:

- Chrome Book loan – parents are invited to request a Chrome Book from school and if possible, we will loan the technology for as long as we are able.
- Internet access – the school will support families by submitting applications for broadband routers and additional data, following the government guidelines and privacy policies.
- Paper copies – for any children or families who are unable to access learning digitally, we will provide paper copies of learning, which can be returned to school and left for a period of quarantine, before being marked and returned to families.
- School place – if after providing additional support, families are still unable to access digital learning, the school may be able to offer a school place for vulnerable families.

## How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- live marking, commenting and support through Google Classroom
- regular class check ins through google meet or Zoom

## **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?**

We expect pupils to engage with home learning in line with government guidelines and their individual and personalised needs. For example, a child with additional needs normally supported within school, may be offered alternative learning packages with a greater focus on basic skills such as speech and language.

We recognise that many parents are balancing many other commitments whilst home learning is taking place, however would expect that children are supported with daily routines, taking regular breaks and online safeguarding.

We also actively encourage parents to share their home learning experiences with us, so that we can provide appropriate support to our school community.

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

Staff review and provide timely feedback on every piece of work submitted within school hours. If there are any concerns about engagement with home learning, staff will call families to see if there is anything that we can do to provide further support.

### **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:

- Within school hours, teachers review and provide timely written feedback on every piece of work submitted.
- Progress on online platforms such as Epic Read, Bug Club and TT rockstars is regularly monitored by class teachers.
- We also aim to celebrate home learning by sharing successes both in and outside school through Google classroom, Home Learner of the week certificates, Twitter and our school website.

## How will Learning in the EYFS be different?

For children in the early years, our reception and nursery offer has been created in line with age related expectations:

<b>Pre-school/Nursery</b>	Families are provided with a weekly Busy Board of activities themed around the children's likes and interests, linked to EYFS goals. From this list of themed activities consisting of reading, writing, physical and mental development opportunities, families are encouraged to choose some activities to complete per day. Parents may then choose to upload any home learning to Tapestry in order to share directly with the class teacher, who will provide timely feedback on each post.
<b>Reception</b>	Families are provided with a weekly Busy Board of activities themed around the children's likes and interests, linked to EYFS goals. From this list of themed activities consisting of reading, writing, physical and mental development opportunities, families are encouraged to choose some activities to complete per day. Parents may then choose to upload any home learning to Tapestry in order to share directly with the class teacher, who will provide timely feedback on each post.  Reception children are also expected to complete a daily Phonics activity linked to a RWI video/ video from their teacher.

## **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:

- personalised Google Classroom activities, designed by class teachers to best support individual needs.
- bespoke support from the class teacher and SENCO on ways to best support children with individual needs, whilst at home.
- regular check-ins by class teachers and/or pastoral team to ensure that children are happy and able to engage with digital provision.

## **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?**

For any children who are self-isolating and are well enough to complete home learning, we endeavor to minimise the disruption to their education where possible. Using Class Dojo and Google Classroom, teachers will upload daily learning, aiming to provide parity between what is happening in the classroom and what is happening at home. This will include, using the same presentations, work sheets, writing templates and online platforms, which will then be marked and fed back as appropriate. Where this might differ to the provision outlined above, could be that teachers simply do not have the time to create personalised resources, voice notes, tutorials etc.