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 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?

As soon as bubble closure is known (or as reasonably practicable afterwards if bubble is closed over a weekend), Dogsthorpe Infant School will provide each children with a toolkit pack to include writing book, Reading, Writing, Phonics and Maths resources (different for each year group).

Initially, our pupils will be directed to access the Home Learning Pages on our website, which are home to a bank of age appropriate resources that families can access. All children have a log-in for Purplemash, Oxford Owls and Bug Club.

Learning will then be set using Do-jo software as follows:
DAILY English and Maths
DAILY Phonics
DAILY Reading activity (using online platforms to support e.g. Oxford Owls).
2 x TOPIC lessons per week
2 x PE sessions per week
1 x PSHE per week (with a focus on well-being)

Learning will be in the form of:
- o Modelled activity with teacher voice-over or filmed activity (2-3 mins max)
- o Vocabulary scaffolds
- o Key questions
- o Links to relevant learning websites e.g. Phonics Play, BBC Bitesize (links on website).
- o Online quizzes

We will phone calls/Teams/Zoom meetings for pastoral interaction at least once a week (including reading a story live or Shine Time).

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 will 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, children in school access PE lessons from a sports coach and PE within remote learning will consist of activity ideas or links to filmed lessons. We have adapted some of the Art to take into account the resources parents will have available at home.

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:

Primary school-aged pupils	The expectation: Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
EYFS	We would expect the children to: • Read for 10-20 minutes • Engage in a Phonics activity 20 minutes • Listen to a story for 10 minutes • Engage in a Literacy activity for 20 minutes • Engage in a Maths activity for 20 minutes • Engage in topic related activities (including PD) for at least 20 minutes
Key Stage 1	We would expect the children to: • Read (including a follow up task) for 20-30 minutes • Engage in a Phonics activity 20 minutes • Listen to a story for 10 minutes • Engage in a literacy activity for 40 minutes • Engage in a maths activity for 40 minutes • Engage in topic related activities (including PE and PSHE) for at least 45 minutes-1 hour

Accessing remote education

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

Class Dojo is our main platform for our remote learning. All children have been given a log-in for this platform. In addition to this, we have subscribed to Oxford Owls and Bug Club to support our reading curriculum.

Our school website is regularly updated with links to age-appropriate learning resources (e.g. BBC Bitesize, Oak Academy, Phonics Play) to further complement our offer.

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:

We will lend iPads, laptops and dongles to any pupil who does not have sufficient IT equipment/access at home to enable them to access remote learning.

In the event that a parent/carer does not have internet access and therefore lending a device and dongle will not support learning, a weekly pack of printed materials which match those uploaded to Dojos will be provided for the parent/carer to collect. This work can be returned when the next pack is collected and this will be shared with the teacher or TA working onsite. Our remote learning provision will include opportunities for children to engage in activities which are not online.

Through our IT survey during the Autumn term, we have be able to identify the families who will require a device and made contact with them first. Alongside putting letters and messages on the website directing parents to call the office if they need a device, we are making phone calls twice a week to any children who are not engaging in home over a 2 day period. This ensures the parents have frequent opportunities to share IT issues with us and we can make the offer of a device if necessary.

We do not want any child at our school to feel disadvantaged in any way, and will be proactive in our endeavours to ensure all children can continue to learn.

How will my child be taught remotely?

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

Learning will be in the form of:
- o Filmed lessons by teachers/TAs with the year group will be uploaded to Class Dojo at set times across the day (a daily timetable is posted on 'Class Story' for parents to follow). This will either be in the form of a modelled activity or use of Powerpoint.
- o Children will be asked to respond in different ways – photos, videos and written work.
- o Links to Oxford Owls and Bug Club (sometimes the teacher will specify the text for the children to access and other times the child can choose within their allocated book band).
- o Links to relevant learning websites e.g. Phonics Play, BBC Bitesize.
- o A toolkit of resources will be made available to every child which includes a writing book, Phonics mats, English and Maths support materials (e.g. a number line, HFW list).

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 fully appreciate the pressures of supporting your child's learning at home, but would expect children to be engaging in learning every day. If this is not possible, we would expect parents to make us aware of this.

We have given the following advice within our Remote Learning Policy:
- Where possible, maintain a regular and familiar routine (using the model timetable).
- Support their children in their reading as far as they are able by accessing online reading resources.
- Support their children's work as far as they are able, by discussing the work together and making appropriate plans for its completion. This can include providing a suitable place to work and encouraging their children to focus.
- Seek help from the school if they need it by phoning the school office or by sending a message to the teacher via Dojos.

Some children will be selected to attend a weekly online reading session with a TA. When invited to do this, we expect parents to take up this opportunity and include this within the timetable for the day.

We will lead a variety of additional events such as whole school and year group Shine Times, year group story times and class meets. We strongly encourage parents to support their children to access these to help maintain relationships with their friends and school staff.

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

The learning the children will do at home is very important so we have a created a dedicated team of staff who will be monitoring Dojos every day. The staff will upload the learning throughout the day and then remain online to mark work and give feedback.

Each child has their own 'portfolio' of work on Dojos and so we will be monitoring the engagement of all children every two days. Phone calls will then be made to follow this up.

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:

We will give personalised feedback on all learning completed on Class Dojos. If anything significant presents itself, we will make a phone call home to support parents as they support their child. We will use Class Story, social media platforms and Friday Shine Times to celebrate success.

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:

We will continue to work very closely with our families of our children who have special educational needs. Bespoke learning packs (including practical resources) for children with specific needs will be made available to parents.

The SENDCO will keep in regular contact with families to discuss remote learning and offer advice and suggestions. Where advice is being given by external professionals (e.g. SALT) this information will be shared with parents/carers.

Teachers will endeavour to differentiate learning tasks for their classes, ensuring a range of ways to respond (e.g. photos and films) to enable all children to participate in the learning set.

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?

Upon initial phone call from the famil advising us of self-isolation, the Admin team will ascertain whether the family have sufficient IT access to support online learning. If they do, parents will be directed to:
- Home learning activities (page per year group) and appropriate learning websites e.g. BBC Bitesize and Phonics Play on our school website.
- Purplemash

If the family do not have IT access, a school device will be offered to the family.

As soon as possible (within first 2 days of absence), child to receive:
- CGP learning books with clear guidance about which activities to complete linked to in-school learning.
- The relevant learning resources/sheets that children in school will be completing
- (including English, Maths, Phonics and Topic)
- A list of books to read on Oxford Owl.
- Toolkit pack to include writing book, Reading, Writing, Phonics and Maths resources
- (different for each year group).