



Remote Education: 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.

Updated: January 2021

The remote curriculum:

What is taught to pupils at home?

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

For each year groups resources, books and packs will be shared to support with home learning. Contents will vary depending on the year group the child is in.

In Reception children will be provided with:

- 3 exercise books for recording work in: Literacy/phonics, squared for Maths and blank for Topic work.
- Pencil
- Number and letter flashcards

Year 1:

- 2 exercise books; 1 lined for topic and English work, 1 squared for Maths
- Pencil
- Whiteboard and pen to support during online sessions e.g. phonics
- Hundred square, number line to 20, 2d and 3d shape mat
- Phase 2 and 3 sound mat, alphabet mat

Year 2:

- 2 exercise books; 1 lined for topic and English work, 1 squared for Maths
- Pencil
- Whiteboard and pen to support during online sessions e.g. phonics.
- Hundred square, 2d and 3d shape mat
- Phonics and common exceptions word mat
- Word/knowledge maps, appropriate to units being taught.

Years 3, 4, 5 and 6:

- 2 exercise books; 1 lined for topic and English work, 1 squared for Maths
- Pencil

Children will have access to home learning on the first day of absence unless there are difficulties around access to technology. Where this may be the case, school will endeavour to provide support with this if available.

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?

During the first 24 hours of closure, teachers will be preparing resources for remote delivery and ensuring all pupils have what they need to be able to engage in the lessons. Use this time to ensure you have a suitable work space. There are links on the school website (www.roefarm.co.uk) to learning resources that you might want to access independently.

We will endeavor to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects due to access to resources at home. Where this is the case, the objective might remain the same but how it is delivered could change.

Where a curriculum objective cannot be covered remotely, for example aspects of music, science and PE, then these will be covered on return back to school with other more appropriate objectives taught 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:

Nursery	1 x daily input: Monday to Wednesday Interactive game or story and an introduction to activities being set. Daily challenges set on Class Dojo
Reception Approx. 2h directed work	2 x daily online input for 30 minutes with class teacher: Practical session to support parents when working with children at home. Topic focus for the afternoon session. Weekly PE, PSHE and RE sessions. The remaining areas of learning are rotated. Phonics and Maths
KS1 Approx. 3h 15m directed work	2 x daily online input for 30 minutes with class teacher: 8.45am – 9.15am: Literacy input Independent work until at least 10.00am 10.30am – 11.00am: Feedback and Numeracy input Independent work until 11.45am Topic: 45 minutes

KS2 Year 3+4 Approx. 4h 15m directed work	9.15am – 9.45am: Maths input 9.45am – 10.30am: Independent work/TT Rockstars 11.00am – 11.30am: Maths re - cap/feedback and English input 11.30am – 12.00pm: Independent work 12.00pm – 12.15pm: follow – up/feedback on Zoom for English (Year 4 only) 1.15pm – 3.00pm: Topic work Reminder around regular reading for children
KS2 Year 5+6 Approx. 5h directed work	8.45am – 9.15am: English input with teacher 9.15am – 10:30am: English independent work 10.30am – 11.00am: English feedback and maths input with teacher 11:15am – 12:15pm: Maths independent work 1.15pm – 3.00pm: Topic work

Staff are available throughout the day should families need support and can be contacted through dojo or Zoom.

Accessing remote education

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

Zoom:

There will be 2 daily sessions for children to login in to for direct teaching input: Maths, English and Topic. This will be an opportunity for pupil and parents to get an idea of what is being taught to begin the session and for any questions to be asked. There will also be opportunities for feedback for work that has been submitted.

Class Dojo:

- All work will be made available by the class teacher on here. Children will be asked to share their work with the teacher using the portfolios.
- Parents' guides developed for families on how to use these programmes.
- Should families require any support with setting up or accessing this, staff are available throughout the day.

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:

Parents have been contacted by class teachers to identify accessibility to technology at home for children, including whether they have an internet connection. This has been used to identify pupils who might struggle due to limited access.

DfE provided devices, supplemented by school iPads and laptops where necessary to be shared with families for use at home with home learning: devices will be signed out to ensure they can be monitored for return.

Where a pupil does not have access to the internet, alternative arrangements may be made which could include being provided with a dongle, paper - based resources or offered a place in school.

Devices are set up with quick access to Dojo and Zoom. School staff are available to assist with technical issues as they arise. If support is needed, school can be contacted on 01332 346310 or emailing admin@roefarm.derby.sch.uk

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching (online lessons): daily inputs from class teachers.
2 sessions each morning to allow for input, questions and feedback: English, Phonics, Maths, Topic to be covered.
- Worksheets and supporting documents made available via class dojo for completion
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Internet research activities linked to topic work

Pupils may still have practical tasks to complete such as physical education challenges, DT and art projects.

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?

- Attendance on Zoom sessions will support you and your child in understanding the expectations for each session. However, we do understand for some families that you are also juggling work yourself therefore attendance at them all may be difficult. Where this is the case, it is important you let the class teacher know as they will be able to support with instructions if needed.

It will be an opportunity for you or your child to ask any questions you may have.

- All work will be made available for your child on 'Class Dojo' to complete in the work books provided.
- Once completed, we ask you send back your child's work via 'Class dojo' using your child's portfolio. Help guides have been provided for this. Should you require any support you can ask.
- It is important that you as parents, support and encourage your child to develop a routine each day as they would whilst at school. Ensure your children are up in the morning for breakfast to fuel their brains ready for the day ahead and their first Zoom session.
- It is important that for these sessions, children are up and ready for learning in an appropriate work space. We understand it may be difficult to get a completely quiet area however, children shouldn't really still be in bed as this would not be the case in school. They will need a surface to work on during independent tasks so they can focus on the task in hand and the presentation of this.
- Where possible, be present at the session in order for you to support if they need help when working independently.
- Support and encourage your child to complete the work set following the input sessions.
- Support your child in sending work back to the teacher for feedback.
- Remember if you need any help, teachers are available via Zoom throughout the school day until 3.00pm.

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

- There will be daily checks to identify where children are engaging in home learning.
- Teachers will be reviewing work submitted on Dojo portfolios and providing feedback where necessary.
- Where there is no evidence of attendance on Zoom sessions or returning work, families will be contacted to check if there is any support that may be needed and to check all is ok at home during these difficult times.

- Phone calls will be made to families to discuss reasons for non - attendance and strategies for support will be identified.

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:

There will be a range of methods for feedback dependent on the work set and year groups:

- Teachers will provide feedback via Class dojo either on your child's portfolio or using the messaging section.
- Specific feedback given in relation to year group, task set etc.
- Individual comments may be returned on children's work if areas may need checking or editing for development.
- Mark sheets will be provided to check answers for example Maths, Reading Comprehension.
- There will be opportunities for whole class feedback during Zoom sessions.
- There will be daily opportunities for feedback being given.

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:

- Where possible, children with SEND will be in school. All parents will be contacted to offer a place.
- A risk assessment will be in place for all children with EHCPs to identify how needs are being met in relation to the place and where this is difficult, there will be a reason why.
- For parents who opt to keep their children at home, additional work will be provided that works towards meeting targets outlined on EHCP or targets set in school.
- If appropriate, additional Zoom sessions for SEND children, pitched at their level, may take place with their class teacher or teaching assistant.
- Use of outside agencies will continue where possible (i.e. remote meetings/assessment with Educational Psychologists).

- For pupils who may struggle to access conventional remote learning, either because of their age or because of another additional need, further support will be available from school. This could be in the form of virtual parent workshops and demonstrations to empower families with delivering at home or specific resources and activities that allow for additionality.

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 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?

- Teachers will use Dojo to send work to individuals who are isolating. As much as possible, this will reflect the work being done in school; where this is not possible, suitable alternative work will be sent.
- Each term, teachers are providing a set of challenges that link to the topics being covered that pupils can use to extend their learning at home if they are having to isolate. These can be done in addition to the work provided on Dojo.
- Completed work is expected to be uploaded to the pupils' portfolio and feedback will be given as detailed above.
- There will be project sheets available for each year group available on the school website linked to the topic being covered.