

Ashfield Junior School/Setting

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 in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

Reference throughout has been made to the [DfE: Providing remote education - guidance for schools](#).

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 may be sent home with workbooks or photocopied worksheets in the first instance depending on the proposed length of time away from school.

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, in PE instructional videos may be used for pupils to access in the 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 will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently:

Key Stage 2	4 hours a day
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Accessing remote education

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

Primarily via Class Dojo. A basic order of the day with relevant worksheets and weblinks will be uploaded to the school website.

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:

Laptops are available to loan from school.

We may also be able to arrange for 4G routers or additional data allowances on certain networks.

Paper packs of resources can be delivered if necessary.

Parents/carers can contact the school via telephone or email to speak to teachers or teaching assistants who can then discuss any access issues or talk through learning to support pupils.

Parents/carers must contact the school to discuss any access issues they may have. If we are aware that there is a problem then we can help.

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)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g TT Rockstars and Spelling Frame
- long-term project work and/or internet research activities

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?

Parents/carers are expected to support their child as and when needed by the child. The child should be encouraged to work independently.

Please try to provide a comfortable, quiet place for your child to work where they have room to put the equipment and books they might need and access any online resources.

Please do not worry if the day doesn't go to plan. We know that this can be a difficult time for parents/carers, especially if you are attempting to work from home at the same time as home schooling.

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

Parents will be encouraged to upload evidence of the child's work daily on to Class Dojo. If there are concerns which cannot be addressed via Class Dojo, the teacher/Head may phone home.

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:

Through feedback comments communicated via Class Dojo;

Short recorded video feedback messages for pupils 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:

Your child's class teacher will contact you to check if your child is having any access issues. This may be followed up with a call from our SENDCO who will then discuss in more detail how activities and work needs to be differentiated to support your child's needs.

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?

Work will be set by their teacher via Dojo. Individual messages- both written or videoed can be sent to instruct the pupil. This support may come from the teacher or TA supporting the child's class.

Pupils may be able to join lessons remotely from home via Teams or Zoom if this was appropriate.

Work may also be sent in the form of work packs and books can be sent in for marking and feedback and returned home if appropriate.