



Ecton Village Primary Academy

Remote Learning Key Information

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?

Class teachers upload learning for all areas of the curriculum each week. This means that the work will be ready for the children to access as soon as necessary.

Work for key stages 1 and 2 can be found on ClassDojo and EYFS activities can be found on Tapestry.

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?

- Our core curriculum (English, Maths and Science) continues to follow the long term plan for the academic year. During a national lock down and school closure, maths and English lessons for KS2 are taught live via Teams each day. The lessons are one hour and there is a 30 minute break between each lesson to allow children to be away from the screen. These lessons are supported by resources posted onto class Dojo and Teams. This ensures that even if a child misses the lesson they can still access the tasks. Children are expected to read daily and can continue to take quizzes on Accelerated Reader. Children who quiz at least once a week will be celebrated in the weekly whole school assembly delivered by Mrs Cleaver on Teams. Science is taught via a pre-recorded video of the teacher input posted on ClassDojo. Supporting resources are posted onto ClassDojo. This ensures that all children have access to the resources and the input.
- In foundation subjects 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 such as PE, computing and design we recognise that these cannot be taught in the same way as during the normal school day. We have, therefore, adapted our plans and will set tasks that can be completed at home. In some cases we may direct you websites such GoNoodle to support PE or encourage the children to engage in an activity such as running that does not require extra equipment that the children do not have at home. The majority of learning does follow the long term plan. Activities and supporting materials can be found on ClassDojo.
- Having contacted our families we know that the vast majority of children have access to an appropriate device and internet access. We have, for some families, provided laptops to support remote learning.

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:

Key Stage 1	We would expect children in KS1 (Hedgehog Class) to be engaging in home learning for a minimum of 3 hours each day.
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Key Stage 2	We would expect children in KS2 (Badger and Owl Classes) to be engaging in home learning for a minimum of 4 hours each day. At least two of this will be via Teams and will be teacher led.
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Accessing remote education

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

Having contacted our families we know that the vast majority of children have access to an appropriate device and internet access. We have, for some families, provided laptops to support remote learning. Should any find their circumstances have changed and they require support with access to online learning, they should contact the school office.

Children in EYFS (Squirrel Class) have tasks set on Tapestry. Some tasks are in the form of a video of the teacher modelling a task, others have written guidance for activities to be completed at home. Parents and carers can upload evidence of the activities completed at home to this platform. This may be in the form of photographs, videos or comments.

Children in KS1 have tasks set on ClassDojo. When the tasks have been completed, work can be uploaded to the portfolios section in the form of photographs, videos or text. Children have a live maths lesson and a live story telling lesson each day. These are accessed via Teams.

Children in KS2 have tasks set on ClassDojo and some tasks set on Teams. They have at least two live lessons each day on Teams and the teacher will tell them where the additional assessment tasks can be found. KS2 children also have the opportunity to take quizzes on Accelerated Reader, thus allowing teachers to continue to monitor engagement and understanding when the children are reading for pleasure.

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:

Through regular communication with our families we are aware of access to technology in the home. The school supports some families through the loan of laptops. This has proved very successful and we know that all families have access to appropriate IT.

If your situation changes and you do require support with IT access, please contact the school office.

How will my child be taught remotely?

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

Children are taught using a variety of approaches depending on their age and the curriculum.

Our remote teaching approaches include:

- live teaching (online lessons)
- recorded teaching including videos and voice recordings made by teachers
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- pupils have reading books at home and many have been loaned to pupils during the period of lockdown
- resources to support learning such as flashcards, number lines, times tables squares and base ten have been loaned to pupils during the period of national lockdown
- Children in EYFS have tasks set on Tapestry. Some tasks are in the form of a video of the teacher modelling a task, others have written guidance for activities to be completed at home. Parents and carers can upload evidence of the activities completed at home to this platform. This may be in the form of photographs, videos or comments.

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?

Children in KS2 are expected to attend their daily English and Maths lessons on Teams.

Children in KS2 should complete at least two other activities each afternoon – this may be a science lesson with a recorded teacher input and one other foundation subject, or it may be a PSHE or wellbeing activity. Timetables, which reflect the expectation, have been shared with families.

Children in KS1 are expected to join in their live story session for 30 minutes each afternoon and follow the timetable shared with families. This includes daily sessions for phonics (which are either online tutorials or sessions recorded by the teacher) handwriting and maths. They are also expected to engage in one other activity during the course of the afternoon.

All children are expected to move away from the electronic device at the timetabled break and lunch times each day and they are encouraged to engage in some form of physical activity during this time. RED January (Run Every Day) logs have been uploaded to ClassDojo.

Children in EYFS should aim to engage in daily phonics, handwriting and maths sessions. There are other opportunities for learning added to Tapestry each week.

Some children may require more support than others. Younger children for example, may struggle to upload examples of their learning to the appropriate platform and we value adult support where necessary. We recognise that families may be working from home and time may be limited. We are open to discussions with our families as to ways in which we can work together to support the learning of the children during this time.

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

Pupil engagement in learning is checked daily.

Registers for attendance to live lessons are maintained by KC and any child not in the lesson within the first 20 minutes will be telephoned. In the first instance, support will be offered to the family and the expectations around home learning will be made clear. If barriers to learning are identified, the school will do its very best to overcome these barriers and support high levels of engagement from all families.

Work submitted online via Teams or ClassDojo is checked daily by the class teacher and KC. If work is not submitted, support will be offered to the family. This may be in the form of additional resources or extra support from the class teacher through a telephone call or a Teams meeting.

ClassDojo messenger is an extremely useful tool for working with families; the school will use this as well as telephone calls, emails and doorstep visits for our hard to reach families.

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:

- When schools are fully open, we use Tapestry to evidence and monitor progress of the children in EYFS. Parents are already familiar with this tool and we will continue to use it during any period of national lockdown or during a time when a child may be self-isolating. Tapestry is a record of the child's experiences, development and learning journey both in school and at home. Using photos, videos and diary entries the teachers and families work together to create a record of the child's progress.
- Pupils in KS1 and KS2 can expect the work uploaded to ClassDojo or Teams to be marked every day. This will be in the form of teacher comments linked to the work. This will include a praise comment, address errors or misconceptions and, where appropriate, next steps comments.
- Assessment may also be in the form of multiple choice questions on Teams or a Kahoots quiz.

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:

Remote education for self-isolating pupils with SEND

- Pupils with SEND have access to live lessons that specifically tailored to their needs. These groups have no more than three children in them.
- Resources to support their remote learning have been delivered to families.
- Some children receive additional intervention via Teams in order to support pre-teaching and over-teaching in core subjects.
- We also recognise that some children may struggle socially and emotionally while in isolation or during lockdown. We have, therefore, created a 'Wellbeing' area on ClassDojo. This is an area where we upload activities that support wellbeing and there is a 'worry box' which is monitored 4 times a day to ensure a response can be given swiftly and any necessary action can be taken.

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?

We recognise that when schools re-open there may well still be occasions where children will need to self-isolate.

It is important that during this time the children are not disadvantaged. For this reason, work is uploaded to ClassDojo by the class teacher at the beginning of each week. This work reflects, as far as possible, the learning that continues in school. The powerpoints used in lessons and any resources used in lessons are all on ClassDojo for the children to access. Where resources make this difficult – using clay in a design lesson for example – an alternative, but linked activity will be set in its place. The expectation is that work is completed at home at uploaded to ClassDojo.

Worked is marked daily with praise comments and will address any misconceptions and provide next steps feedback where necessary.