

Fressingfield C of E Remote Learning Policy



September 2021

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?

If a child is sent home and are well enough to work, they will be set work using a combination of remote learning and work packs. Parents will be notified of the provision for their child, the expectations of the teacher and 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?

At Fressingifeld Primary school we will be aiming to deliver the full curriculum using a combination of remote learning and work packs wherever possible and appropriate. However, we will need to make some adaptations in some subjects, particularly those that require specialist equipment. For example, PE and music activities will be different from those planned for at school due to the unique resources used for each subject.

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:

Early Years	Up to 3 hours
Key Stage 1	3 hours
Key Stage 2	3 to 4 hours

Accessing remote education

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

The main platform for the schools online learning will be Google Classrooms. Every child will be expected to log on to their Google classroom at 9am every day from Monday to Friday. The school will also be using the following web-based learning resources:
Nessy Reading and Spelling
Purple Mash

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:

The school has access to a number of repurposed laptops. These will be allocated using the following criteria:

1. Children deemed to be most disadvantaged
2. Children in a home and sharing devices with siblings also attending Fressingfield primary school
3. Children in a home sharing devices with siblings that attend another school

If parents are struggling to get their children online due to a shortage of devices please contact Mr Taylor at the school.

Also, if families are struggling to get online due to broadband connection issues please contact Mr Taylor so the best form of help can be investigated and put in place.

If families don't have access to a printer, they should contact the class teacher and packs of work will be printed off and made available from Friday afternoon so children can start their work on Monday morning.

Where possible all work should be submitted via Goggle classrooms, or by emailing photos of work to the class teacher. If either of the above are not possible work can be submitted as a hard copy directly to the school.

How will my child be taught remotely?

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

All children will be expected to log in to their Goggle Classroom account every morning by 9am. Each day there will be at least one live/online lesson. The remainder of the work will include

- Remote online learning packs
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose Maths)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Purple Mash
- Nesy reading and spelling.

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?

In this section, please set out briefly:

- Every child is expected to attempt and where possible complete the work set every day if they are well
- Every child is expected to attend live lessons
- If a child is poorly or the IT equipment is not working, please inform the class teacher that the child will not be attending the lesson or able to complete the work

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

In this section, please set out briefly:

- A register will be kept for every live lesson
- Work submitted will be checked and monitored by the class teacher
- If a child is not attending online lessons and not submitting work the teacher will contact the parents and discuss what support can be put in place. If poor engagement continues the headteacher will be informed and further support and follow up will be taken

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:

Children's work will be monitored using the following methods:

- Checking and marking work submitted by pupils
- Question and answers
- Quizzes
- Verbal feedback

Teachers and support staff will attempt to provide daily feedback if it is submitted on time.

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 recognize 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:

- Children with an EHCP will receive additional and adapted support
- Reception children will receive their working challenges via Tapestry
- Support and intervention sessions will be organised and delivered by support staff

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?

If a child is not in school due to self-isolation the teacher will, where possible, set work via google classrooms that is inline with the work being covered by the whole class. Work will again be submitted using the methods described above.