

Remote Learning at East Bergholt CEVC Primary School

A guide for parents

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 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.

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?

Initially, we hope that we will have an opportunity to be with the class in school so we can explain the work that we will be asking the children to undertake. There may be some resources that children will be able to take home with them so we are able to get things off the ground quickly.

When all schools were closed during the first lockdown we used a combination of resources and materials to ensure that we carried on with the children's learning.

We used Class Dojo/Tapestry both as a communication tool. This provided a platform that we used to set work and also to answer any questions that parents may have had. It also had the facility for parents to post work on a portfolio. We will be doing this again. Class Dojo has also added some more features which allow teachers to create worksheets so we will also be extending our use of this.

Class Dojo/Tapestry and the class pages on the website will also be used to upload worksheets and activities for the children to complete. We will also post materials from the Oak Academy which the children can follow up at home.

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?

As far as possible we will endeavour to:

- 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 it is difficult to have the children participate together and we will make suggestions of activities that the children can do. Naturally, if we are locked down the activities that we would have completed that involved group work will not be possible and these activities will be rethought.

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:

Pupils at East Bergholt CEVC Primary School	
EYFS	3 hours
KS1	3 hours
KS2	4 hours

Please remember these are guidelines and all children differ. If a parent feels that their child has done enough and that by pursuing activities further would be counter-productive then stop. You know your child best.

Accessing remote education

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

As discussed above we will be using a combination of different resources and platforms. We will mainly set work using Class Dojo/Tapestry. Depending of the length of the shutdown will dictate how often work is set. During the first lockdown we set work on a weekly basis so that parents and children could see how work fitted together. It is likely that we will do so again.

If the need arises we will also post work on a daily basis.

It is our intention to use pre-recorded videos of teachers discussing work where this is appropriate, however we are not expecting that teachers will engage in real time Zoom lessons. There are a number of safeguarding issues with regard to the use of the platform and also the availability of broadband resources in teacher's home which makes the expectation of Zoom lessons problematic.

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:

If we are aware that a child does not have suitable access to the internet to allow for downloading, completing and submitting work we will make the following arrangements.

- A number of electronic devices will be made available to the school if we are asked to lockdown. These are dedicated to children who are either defined as vulnerable or in social care. We will distribute the laptops as appropriate.
- Once these have been delivered to school we will contact parents who have children who are entitled to use them and after these have been set up appropriately delivered to the parents by a member of school staff.
- For children who do not fall into these categories we will use the postage service to deliver work weekly. Parents are requested to return the work to school again using the postal service.

We understand that not all parents will have the same time to devote to supporting their children and we will be flexible with our expectations.

How will my child be taught remotely?

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

Here are some of the things that we may use:

- 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
- we will ask that some resources / worksheets be printed off at home to allow for the completion of certain activities.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance. schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

There is an expectation that children will work every day. In the section above we have indicated how many hours we expect your child to be engaged on a task for. However, we do understand that parents will have expectations from their workplaces and some will also be required to work from home and our expectations will be tempered by these demands.

Having said this we would expect that a parent is on hand to introduce the work to the children and to encourage them to have a go. Where a teacher has made a video explaining work we will expect that this will be watched with the child so that there is a shared understanding of the expectations.

We know that all homes differ but it would be useful if the children had a dedicated space to work in which was the same on a daily basis. This helps the children be aware that they need to work.

We would also hope that parents and carers will ask for support when it is needed. Class Dojo/Tapestry is there to be used and we trust that if a child is experiencing difficulty this will be the first port of call to ask for advice.

If Class Dojo/Tapestry is unavailable then a telephone call to the school may be appropriate. Please remember that some teachers will be in school working with the children of Critical Workers and vulnerable children and may not be on hand immediately to answer questions.

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

The portfolio section of Class Dojo and Tapestry will be the main way that we will check on the engagement of pupils. We will expect that tasks are photographed by the parent / carer and shared with the teacher. This may be on a daily basis but we request that every child will submit something each week.

If there are concerns regarding the quality and the quantity of the work this will be supplied by the teacher when they are feeding back using Dojo/Tapestry. However, if there are still concerns teachers will also be using the messaging feature to contact parents / carers directly to discuss a concern. If the concern is not replied to or continues then a phone call from the school may be appropriate. Please remember that any call will probably come from a member of the school senior leadership team as they will be staff who are regularly in school and have access to telephone numbers and appropriate equipment.

Teachers will not be using either their home or mobile telephones to contact parents. This would be inappropriate and could cause confidentiality and data sharing issues.

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 understand that the best way to feedback to a child is with conversation and individually. However, as this will not be possible we will ensure that comments that are made to children in response to portfolios loaded up on to Class Dojo/Tapestry do this as much as possible.

Parents are asked to remember that most teachers have at least 27 children in their class and writing a detailed comment on each piece submitted is not practical. Where necessary a longer comment will be given and parents are requested to read this with their child to ensure they understand how to improve the next time. There may also be some direct intervention work that the teacher asks the child to complete to clear up a misconception or misunderstanding. Again we request that parents will work with their children on these occasions.

It is our sincere hope that any shutdown will be limited and that it will not be necessary for us to undertake any formal assessments during these periods. We will not ask you to complete tests with your child but we will wait until their return. Naturally, should the shutdown be longer this is subject to change. We will however, keep you fully informed.

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:

For those pupils who have additional difficulties we will ensure that as far as possible we are meeting their needs. Equipment used at school, such as writing slopes and special seats will be made available for parents to collect from the school office if so requested.

The class teacher will make every effort to differentiate the work appropriately. It may be the case that this takes the form of a greater level of communication on Class Dojo/Tapestry or an adapted sheet / resources be given. If you are concerned about the level of support your child is receiving please contact your child's class teacher in the first instance.

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?

As far as possible we will attempt to ensure that what is offered to children who are asked to self-isolate is the same as what is being completed in school. However, this will not always be possible. Where activities require group work and discussion then these activities naturally cannot happen.

We will ensure that any written work that is required will be set promptly and ask that this is submitted either via Class Dojo portfolio/Tapestry or posted back to the school. It may also be the case that the parent / carer may decide to return the work at the end of the self-isolation. Teachers will be available using Class Dojo/Tapestry and will set the work using this and the School website. We ask that parents remember that even if their child is self-isolating there could be a majority of other children in school and the teachers first call will be to them.

We will endeavour to get back to any questions promptly and provide support so that these children do not fall behind. It should be stressed that where this happens there will be no video teaching available.

If the child who is self-isolating is ill there is no expectation that they will complete work until they are well enough to do so. As a general guide if you feel that your child would not be at school because they are too unwell then we do not expect them to complete work at home.