Diocese of Chelmsford Vine Schools Trust

Remote Learning Offer

2019-20

"I am the vine; you are the branches.
If you remain in me and I in you, you will bear much fruit"
(John 15:5)

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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?

Whilst preparing for a longer period of remote learning, we will ensure children have access to at least one English and reading activity, one maths and arithmetic activity, and at least one other related to the foundation subjects each day. These activities will be accessed through our Class Dojo platform. Children's work will be sent to the class teacher who will keep records of achievements and provide comments and, where appropriate, next step feedback.

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 or design technology where parents may not have the necessary resources available at 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 expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Primary school-aged pupils:	A Minimum of 3 hours per day in line with government expectations.

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Accessing remote education

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

All remote learning will be accessed through our Class Dojo platform. Learning will be uploaded to the Class Dojo by 9am daily. For parents and carers who cannot access Class Dojo, work will be emailed or delivered to home.

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 you are unable to access digital or online resources at home, please contact your child's class teacher via the school office on 01255 830234 in the first instance. We will identify the best way to support the needs of the children which may include considering one or more of the options below:

- Lending school devices to families
- Preparing printed packs of resources for collection and return

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 used in delivery of learning may include, but is not limited to:

- live meets for worship and check in sessions
- recorded teaching from St. Andrew's Staff and from other educational establishments e.g. White Rose Maths or Oak National Academy
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- online tasks through platforms such as Times Table Rock Stars, Google Forms, Kahoot, Dojo Portfolios etc.

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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?

As a school, we will do all we can to support pupils and families in remote learning. However, we require the support of parents for this to be flexible and effective.

- We expect pupils to complete all tasks set
- We ask parents to support their children by setting up a routine for learning and ensuring pupils have a suitable working environment that enables them time and space to focus on their learning.
- We ask parents to keep in contact with class teachers to feedback on learning tasks and wellbeing daily.

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

- Teachers will check pupil work every day.
- A register will be kept of work completed, including evaluation of how the children are progressing and communication with our families.
- If we are concerned that pupils are not engaging with learning activities set welfare calls will be made to parents by a member of school staff.

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:

- Feedback will vary according to the work set but will be given using the Class Dojo platform. Where parents are not accessing digital platforms, feedback will be written on work that is handed in. Sometimes this will take the form of a score, for example if a quiz has been sent, it may also be a next step comment.
- Sometimes, feedback may be given over the telephone if this is deemed necessary.

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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 those 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:

- If your child is supported on our SEND register they may be provided with specific learning activities to meet their needs.
- If your child has an EHCP they will be invited to attend school to complete their learning.
- Where appropriate, regular contact will be made with parents and carers by the SENCO to support the remote learning of these pupils at home.

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?

In this case, activities set will match the learning intention of the pupils being taught in school, but may differ in delivery and content due to the availability of resources and the in ability to work alongside peers.

If a child is isolating, we do not expect them to be handing work in if they are unwell and experiencing symptoms. If a child is asymptomatic, we would expect the same as detailed above.

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