



‘A School Where Every Child Can Shine.’

Remote Education Provision

Kirk Langley is a Church of England Primary School and our family believe that ‘Every Child Can Shine.’ Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

Daniel 12:3

‘Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.’

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?

Each day the Class Teacher will provide audio and video on Class Dojo to enable the children to see or hear the instructions for the sessions. Younger children in Reception and Year 1 and 2 may receive morning tasks and afternoon tasks. Children in Year 3, 4, 5 and 6 will have a more structured timetable that imitates their 'normal' classroom day. This ensures short breaks with ideas for Positive Play, also posted on Class Dojo.

Children working remotely will be offered a device to work on, if they do not have this facility already, and exercise books, reading material and the core text for learning will also be available for collection.

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, practical science and PE.

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 hours each day:

Reception	2 to 3 hours per day
Key Stage 1	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2	• Key Stage 2: 4 hours a day

Accessing remote education

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

Class Dojo will be our remote learning platform as it enables teacher to record video and audio as well as enabling children to post their work for feedback. It allows children across each school day to ask for further support or guidance and on an ipad children can dialogue with each other. This is a safe platform and staff can monitor communication.

Please contact the school if you require further assistance to access an internet connection.

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

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:

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- we will issue laptops or tablets to pupils, and parents/carers can make a request to the office.
- all devices will have been PAT tested for electrical safety standards.
- any materials posted that may need printing can be collected from the school office by arrangement
- pupils submit work to their teachers normally via Class Dojo. We also have arrangements in place whereby a parent/carer can drop off their child's Blended Learning exercise book for feedback.
- daily feedback is established and those pupils in Y3 to 6 can receive feedback lesson by lesson through a more structured timetabled approach.

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:

- pre-recorded lessons by the Class Teacher/HLTA/Sports' Coach via audio or video modelling throughout the 'school' day (9am to 3pm) (online lessons)
- Oak National Academy lessons delivered by subject specialists in the Foundation Subjects.
- 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
- educational websites supporting phonics and spellings.

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?

- All children are expected to attend the daily sessions and to complete the lessons as well as posting on Class Dojo for feedback
- Expectations of parental support, for example, setting routines to support your child's education
- Children or Parents to upload all work onto Class Dojo as a photograph or video.
- Parents to support their child to engage in the learning.

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

- Class teachers are continuously logged into Class Dojo and checking children's learning with feedback.
- Class teachers also collect an engagement register and each day if a child has not posted learning or in some cases delivered their learning book to school (by arrangement) a Teacher to Parent text will be sent as a 'polite alert'.
- The Class Teacher or headteacher will make telephone contact with a parent to discuss the barriers to their child engaging in their learning and find a solution together.

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:

- Daily feedback will be given and suggestions for the 'I now need to...'
- Teachers will be planning the learning 'next steps' for all children and differentiation will come via 'ramped' questions or tasks.
- Evidence of learning outcomes seen on Class Dojo postings will also be used to record attainment in Classroom Monitor against the year group objectives.

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:

- 1:1 telephone call with families to support and deliver remote education for SEND children.
- Video/audio teaching sessions are uploaded to support Foundation Stage parents with tutorials to access the learning.
- Headteacher making welfare telephone checks with families for additional support and advice.

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?

Please see above..