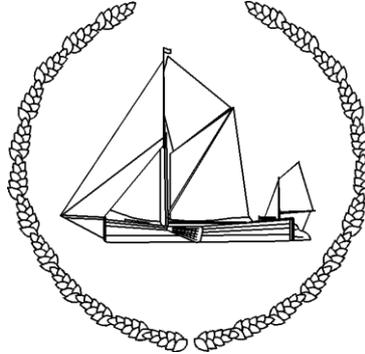


Rolph Church of England Primary School and Nursery



REMOTE EDUCATION PROVISION

LOVE, INTEGRITY, FELLOWSHIP, ENDURANCE

**We are a nurturing Christian family,
where everyone aspires to achieve their own unique potential.**

Remote education provision: information for parents and carers

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.

When designing our remote learning provision, the following have been taken into account:

- Research carried out by the Education Endowment fund into the effectiveness of remote learning
- The requirements set out by the Department for Education for remote learning
- The availability of staff who will be required to be in school whilst the school is open for vulnerable children and children of critical workers, as defined by the government legislation <https://www.gov.uk/guidance/national-lockdown-stay-at-home>
- Results of information gathered from families at Rolph, relating to access to technology at home

The Vine Schools Trust Remote Learning Policy applies at Rolph, and is available on the school website.

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?

This will depend on a number of factors, including the amount of notice received of the need to send children home. If the children in that bubble are already in school when they are told to isolate, then they will be sent home with a work pack and subsequent remote learning will be uploaded to the class pages on the website. If children are not in school when notice is received of the need to switch to remote education, teachers will add details of appropriate remote learning on the Class Pages of the school website; communicate to parents using Class Dojo, or via communications sent via the school office.

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 adaptations in some subjects. For example, some practical subjects such as PE need to be planned differently. For different age groups adjustments need to be made, to accommodate the ways in which children of different ages engage with remote learning and digital based 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:

Early Years	The minimum expectation set down by the government is 3 hours per day. In Early Years this will include time for playing and exploring, which is part of the Early Years Curriculum. There is no expectation for an EY child to be at a desk for 3 hours – this is not the way in which children in EY are taught in school.
Key Stage 1 Years 1 and 2	3 hours per day, in line with government expectations. All children work at different paces so your child might complete tasks more quickly or slowly than this.
Key Stage 2 Years 3,4,5,6	4 hours per day, in line with government expectations. All children work at different paces so your child might complete tasks more quickly or slowly than this.

Accessing remote education

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

At Rolph we recognise that learning from home will not always be straightforward, with such needs as multiple family members needing to work and study simultaneously in the same space.

The remote education provision that we have devised is based on our current curriculum. It consists of both live (synchronous) and pre-prepared (asynchronous) lessons and resources, offering different teaching methods. The intention is to give families the flexibility they need during changing times, as well as ensuring we are able to maintain our pupils' academic progress and provide an engaging curriculum.

The main technology platform that we use is Microsoft Teams. Tapestry is also used in the Reception Class. Nursery staff will set activities via Tapestry.

Details of remote learning is added to the Class Pages on the school website by teachers so that an overview of daily learning is available for each day. Class teachers also provide any additional information via their class Teams group. The curriculum web for each year group is on the Class Pages of the school website to provide an outline of the subjects covered in the term.

Links to the key online educational providers that might need to be accessed as part of the daily remote learning are on the Class Pages.

Class Dojo is used where necessary for communications between parents and carers and teachers.

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:

Families may be able to be provided with a laptop loaned from the school or from the laptops allocated to Rolph by the DfE. Any concerns about digital or online access for remote education should be made to the Class Teacher in the first instance. The school office will contact families who have requested and been allocated a laptop, once these are available. The office can be contacted via the email: admin.rolph@dcvst.org

Class teachers will provide printed work packs if, following consultation with the family, it is decided that this would be appropriate for individuals. The arrangements for collection and return of work packs from the office will be discussed with the Class teacher.

Teachers will ensure that the remote learning resources used do not necessitate the printing of resources. Pre-recorded videos will be used where possible so that technology can be shared between siblings and videos can be watched at different times in the day.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely.

We use a variety of platforms and resources to support the learning and educational experience of our children. A range of high-quality online resources are used, including, but not limited to: Oak Academy, MyMaths, BBC educational resources and White Rose Maths.

Some examples of the remote teaching approaches used in delivery of our remote learning provision include, but is not limited to:

- a scheduled meeting via Teams once a day, to deliver a lesson.
- recorded teaching, for example, video and/or audio recordings made by Rolph staff; Oak National Academy lessons; BBC educational videos
- high quality commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- reading books pupils have at home; books available online via Myon <https://www.myon.co.uk/login/> (individual log ins are provided by the class teacher)
- tasks set via online platforms, for example MyMaths <https://login.mymaths.co.uk/login>
- the use of resources which would be used as part of the usual curriculum provision in school. This includes school subscriptions to the PSHE scheme of work, 'One Decision'; White Rose Maths resources and the Letters and Sounds Phonics scheme.
- use of printed work packs for families who cannot access online remote education resources
- a weekly pastoral Teams meeting will be arranged by the Class Teacher
- worship will be provided via Teams, with recordings, iSingPOP worship and live Teams meetings
- every child has received a **Vine Passport**. This gives every child the opportunity to challenge themselves, to broaden their horizons and to increase their life experiences. There is a total of 40 challenges in the Vine Schools Passport. Children are encouraged to continue this whilst remote education is in place.

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?

A model timetable and structure for remote learning is on the school website, to help provide families with a balanced structure and routine to follow, but it is recognised that each family may need to adapt the suggested structure to suit their individual circumstances.

Children in younger year groups will need more adult support with their learning. However, teachers have planned remote learning so that children in Key Stage 2 ought to be able to engage independently. The support of parents and carers is needed during remote learning.

The expectations are that:

- Pupils will complete tasks set.
- Parents and carers will support their children by setting up a routine for learning and help children have a suitable environment to focus on their learning.
- Contact between home and school will be kept up each week, and any queries related to the remote learning will be given to the Class Teacher.
- The online safety home-school agreement will be followed – this has been shared with all parents and carers and it is required that the agreement is shared at home with children.
- The school office will be notified if child is ill or otherwise unable to complete remote learning via the school office email: admin.rolph@dcvst.org

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

Teachers will monitor how children are progressing with any tasks set each day. If there are any concerns about the level of engagement with learning activities, welfare calls will be made to parents and carers.

A record is kept of pupils for whom work packs have been collected and teachers will keep records of pupil progress with the tasks completed in the work packs.

Engagement with Teams learning meetings is monitored by class teachers.

Teachers will provide feedback to families where their children have engaged well with remote learning, to keep them updated.

The Senior Leadership Team monitors the effectiveness of remote learning.

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.

- Teachers will feedback on pupil work that is returned on Teams, or sent to the Class Teacher via Class Dojo. Please encourage your child to check for any comments on the work that they have given in.
- Teachers will assess whether there are any specific areas of learning that need to have whole class feedback and will communicate this via the available online platform.
- Teachers will feedback on an individual basis where appropriate, in conversations with parents/carers on the telephone.
- Where a family is not able to access a digital platform, feedback will be given via written comments on work that has been handed in via the collection/drop off system to the school office.
- MyMaths data on pupil engagement and progress is monitored by teachers.

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:

The SENCO will identify the level of support required and seek to provide or arrange suitable remote learning provision.

If your child has an EHCP, they will be invited to attend school to complete remote learning.

The SENCO will advise teachers on appropriate remote learning for pupils where necessary.

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?

When a child is self-isolating, Rolph will set remote learning via Teams and Class Dojo.

All activities will match the learning objectives of the pupils who remain in attendance at school, but may differ in the content due to the availability of resources accessible from home, and the inability to work with peers collaboratively in school.

Where necessary, due to lack of access to online learning, printed work packs will be provided for collection/drop-off. The school office needs to be contacted in this case.

If a child is self-isolating and the class teacher remains teaching in school, the self-isolating pupil will be able to access lessons via Teams if this is possible.