



**Remote education
provision:
information for parents**

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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.

Please also see the George Tomlinson Remote Learning Policy.

The remote curriculum: what is taught to pupils at home

At short notice 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 the whole class/year group is isolating or the school is closed to all pupils (except vulnerable and key workers) then teachers will set work on Class Dojo following the school curriculum.

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. We provide daily Reading, Maths and English lessons plus lessons for foundation subjects. Daily phonics for EYFS and KS1 and SPAG for KS2. Interventions also run in addition to the daily work set (see below for SEND provision).

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 watching live sessions, videos, reading, independent work and activities) will take pupils broadly the following number of hours each day as set out by the DfE:

Key Stage 1 (Years 1&2)	3 hours per day
Key Stage 2 (Years 3, 4, 5 & 6)	4 hours per day

Accessing remote education

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

- Teachers will set work via our online learning platform called Class Dojo.
- Teachers will use resources provided by Purple Mash, White Rose Maths, TT Rockstar, Sumdog, and BBC to support learning. Links will be posted to the relevant pages on Class Dojo.
- Pre-recorded videos will be uploaded directly onto Class Dojo for pupils to watch. However, live sessions will take place via Zoom. A link to the live session will be posted on Class Dojo and will be only visible to the relevant year group, class or pupil.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- The school has been allocated a certain number of laptops to lend out to those who do not have access to a device. Please message your class teacher on Dojo should you require one. If you are unable to do this, you may email the school: school@georgetomlinson.waltham.sch.uk
- If you do not have broadband access in your home to access remote learning, the school can provide you with a code and details on how to access free wifi via BTWiFi. Please message your class teacher on Dojo if you need support with your broadband access or email the school: school@georgetomlinson.waltham.sch.uk
- If you need a printed pack of the online work, please message your class teacher and they will arrange for you to collect a pack from the school office or have it posted to your house.

How will my child be taught remotely?

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

Remote teaching approaches:

- live teaching including sessions to address misconceptions, story times/read-alouds and the explicit teaching of a new concept or modelling of an activity
- pre- recorded teaching videos via Dojo or from other sources
- PowerPoint presentations (with or without voice overs)
- worksheets that can be completed online or printed out
- books that pupils have at home
- 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 that may last the whole week
- feedback from marking and comments.

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?

Pupil expectations:

- Pupils should retain structure to their working day starting by logging-in to Class Dojo by 8.55 am
- Check timetable to ensure arrive to any planned live sessions on time and prepared
- Check Class Dojo to access the posts/resources for each lesson and work through tasks in a timely fashion
- Complete all set work and hand in work to the teacher in the agreed manner e.g. upload, photograph etc.
- Use designated Dojo messaging to communicate with their teachers and ask questions if they do not understand/require help within normal school time hours
- Deadlines must be met where practically possible
- All interactions on Class Dojo are to be of classroom level type discussions
- During live sessions, children are not required to wear uniform, however, appropriate dress is expected

Parents are expected to:

- Seek help from the school if they need it
- Ensure their child has sufficiently adequate computer equipment and internet access in order to fully participate in home learning, if not they must contact the school or their class teacher
- Encourage and support their children's work including: finding an appropriate place to work, checking that set work is completed and submitted by the end of each day and ensuring that the normal school timetable for the day is followed as much as possible
- Contact the teacher via Class Dojo message if there are any concerns • Parents/carers will support children with accessing the lesson if required •
- Not become involved in any live sessions •
- Any concerns are to be raised via the normal school's complaints procedures and not during a live session •
- Inform the school if they are unwell/working from home and are unable to support their child's learning or if their child is sick and can't complete work
- Parents are not permitted to record any live or pre-recorded sessions or distribute any material, photographs, videos or resources from George Tomlinson staff to any other parties

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

- In the case of a National Lockdown, teachers will call pupils/parents at least every three weeks to check-in. All other communications will be via messaging on Class Dojo or email if necessary.
- In the event of a pupil isolating as an individual or class communications will be via Dojo.
- Vulnerable pupils will be called weekly by the SENDCo/DSL
- Where there is lack of engagement the class teacher will inform SLT. A log is kept and SLT will call the pupil to rectify the reasons behind the lack of engagement.

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 acknowledge all submitted work and will respond in more depth to one task per pupil per day. They use Dojo stickers and comments
- EYFS staff comment on one piece of work a day
- Self-marking, evaluation and online activities with automatic marking are also

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 SENDCo is responsible for ensuring the support staff set up intervention groups on Dojo
- The support staff liaise with class teachers to resource differentiated learning
- Support staff set intervention work in line with Provision Support Plans
- LSAs completed a weekly learning log for their linked child with EHCP which is then shared with the class teacher and SENDCO at the end of the week.

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 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 the work is for individuals who are at home isolating, it will be as similar to the work children in their class are receiving. Children will have work set via Dojo from their class teacher and their Year group team. This will not necessarily include and pre-recorded videos as teachers also have their full time teaching commitments in school. All submitted work will be acknowledged and one piece of work with more in depth feedback. It is expected that children will submit completed work on the same day (unless otherwise stated by the teacher), but the school is aware that this is not always possible as parents may be unwell or have work commitments. Should this be the case, please inform your class teacher via Dojo.