

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 your child needs to isolate for Covid related reasons.

The remote curriculum: what is taught to pupils at home

At Avenue Junior we create resources for remote learning that run as closely as possible to our curriculum in school. During the first few days of remote education, we endeavour to establish who needs technology support to access our online provision and to ensure that families in need of support with free school meals are contacted to make the necessary arrangements. For some families, there may be a short period where provision consists of paper-based packs until all other arrangements are in place. In some circumstances, and through parent/carer choice, some families may continue with a paper-based approach.

Each day there will be lessons for Maths, English and the other curriculum subjects that had been planned to be taught in school uploaded online and shared via Class Dojo.

We may need to make some adaptations to what is planned in some subjects. For example, PE may be short 'workout' type videos to follow rather than teaching new skills and other more practical subjects, such as Science, may need to include virtual approaches in place of hands-on experiences. However, the provision for pupils at home and at school will, as closely as is possible, reflect what we had originally planned to teach.

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:

- English: 1 hour
- Maths: 1 hour
- Curriculum areas: 1 hour
- Morning virtual meetings: 30 minutes
- Daily reading: 15 minutes
- Other time used for submitting work and responding to feedback/phone calls/interventions as appropriate

- Additional activities are also provided to enrich your child's learning at home, all accessible from Dojo.
- There are also further activities which are provided on a week-by-week basis; past examples include including Yoga and Music activities. Families will receive links for these as they become available.

Accessing remote education

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

Each child is a member of a 'class' on 'Class Dojo'. We have been using Class Dojo with families as much as possible so that everyone can be familiar with this online tool. It is a primary source of communication and children can upload work ready for feedback using this platform.

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:

- We contact all disadvantaged pupils' families to assess whether they can access the remote learning or not
- We issue laptops from school to each disadvantaged family where children cannot access remote learning
- We assess the needs of our other non-disadvantaged pupils
- We issue laptops to those families that need them wherever possible
- We issue paper-based materials to families who are not happy to work online or who have a strong preference for this
- Children are asked to upload their work to their Class Dojo portfolio for assessment and feedback
- Children working on paper-based materials are asked to send images of work for assessment and feedback
- Children with no access to the internet can arrange drop off of work with their child's teacher – work can be left in the Reception Vestibule at an agreed time

How will my child be taught remotely?

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

- The main focus of our content is the recorded videos created by our teachers. These are used for the majority of lessons in the majority of subjects. This way, we aim to continue to deliver the intent of our curriculum as closely as possible
- Where possible, we will offer live class sessions every morning to orientate the children for the day and feedback on prior learning to the whole class
- Some lessons require printing of resources at home; we endeavour to support with this where there is a need and deliver resources
- We support some families with printed learning packs that focus on very similar learning to the wider remote learning offer
- Where appropriate, and if it is supportive of our curriculum, we may signpost to external providers such as Oak Academy or BBC Bitesize amongst others
- We will contact children regularly to support their learning with at least one phone call each week as a minimum.

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?

- We expect all children to attempt the work that is set and for parents/carers to support their engagement by providing children with the space and time to learn
- We would also ask that parents/carers communicate with their child's teacher if there are any issues with engagement or if further support or challenge is needed
- Parents and carers should set good routines at home that best fit the family circumstances. The format of our remote learning should support this as it can be accessed at any time.

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

- Children are expected to share their work with their teacher via Class Dojo.
- During the regular calls, learning will be discussed with the child and support given.
- Where there are concerns with engagement, the class teacher and support staff will actively engage with the family to try to offer additional support and may

involve the Senior Leaders and/or pastoral team including our Parent Support Advisor, Lauren Gislam.

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:

- Whole class feedback in the daily live sessions
- Telephone feedback in phone calls (at least weekly)
- Written feedback on Class Dojo
- Self-marking
- Quizzes

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:

- Teachers will plan bespoke individualised learning where appropriate
- Remote intervention will be led by teachers and support staff as appropriate (e.g. small group zoom phonics)
- Extra resources and materials provided as appropriate
- Good communication between parents/carers and teachers

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but are well, even if the majority of their peer group remains in school, we will still provide remote learning:

- The children follow the same lessons provided as described above

- Staff will contact children throughout their isolation to provide feedback
- Staff will post comments as feedback to uploaded work