



Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, The Department for Education expects schools to have the capacity to offer immediate remote education.

The Government expectations for Remote Learning are as follows:

- For EYFS (Reception Class), at least two hours of remote education and activities must be provided.
- For Key Stage 1, at least three hours of remote education must be provided.
- The DfE said provision will include "both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently".
- Key stage 2 pupils should be provided with at least four hours remote education per day
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects across the curriculum.
- Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources and/or videos.
- Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Children, if fit and well, are **expected to engage with remote learning DAILY**.
- We would expect that children in...
 - Upper KS2 (years 5 & 6) would be working more independently and need hardly any support from yourselves.
 - Lower KS2 (Year 3 & 4) would be growing in independence and may need some help with their work or the use of remote platforms - Microsoft Teams or Dojo to upload photos of work for submission.
 - KS1 (Years 1 & 2) may require some help to access and begin work and will require support when uploading work.
 - Reception children will naturally need more of your support throughout the day.

Accessing Remote Education

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

At Redhill Primary School, we will be using **Microsoft Teams** and **Class Dojo** as our chosen online platforms. The majority of families across the school have access to Class Dojo. Staff will use this platform as a way of providing home learning, feedback and sharing important information. Additionally, all children in Key Stage 2, will be a member of a **Class Team** and will be able to log into this Team to access their learning (Login details can be found at the back of your child school diary or sort from their class teacher). Staff are linked to their appropriate Teams; the Headteacher Mrs. L Banks will be linked to all Class Teams across the school.

If my child does not have digital or online access at home, how will you support them to access remote education?

Microsoft Teams can be accessed via a number of devices: mobile telephone, laptop, ipad, tablet, Xbox; PS4 and Smart TVs. If none of these devices are available, we will make every endeavor to loan a suitable device to those in KS2 following the completion of a user agreement. In some cases, we may be able to loan a dongle sim card if internet connection is not available. If all these avenues have been explored and online learning remains an issue, all children from EYFS to Year 6 are provided with their work through the use of work packs (including resources and PowerPoints) and workbooks. CPG comprehension books and White Rose maths books have been provided for pupils in years 1-6. Reception children are provided with work packs and printed PowerPoints linking to the work taking place in school.

If your child is isolating whilst the rest of their bubble are in school, the children at Redhill Primary School can expect the following provision from school.

What	Details	Where it can be found
Help guides	Support for uploading or accessing work	Dojo - whole school story or privately messaged where required.
Timetable of the week	Breakdown of which subjects will be taught on which days	Class Team - Files Class Story - Class Dojo
Lessons	Uploaded tasks/activities per subject area with links to websites, videos etc.	Class Team - Files. Dojo class story or Dojo private message. Paper based work packs provided
Support materials	Items that children may find helpful such as word mats, phonic mats, research materials, links to video clips etc	Class Team - Files - class materials Class story / Private message - Class Dojo Paper based work packs provided
Feedback from the teacher or teaching assistant	All children are expected to upload their work to their own folder or portfolio with the help of their parents. Individual feedback may be given.	Teams chat functions. Dojo portfolios. Dojo private messages.

If your child's bubble is isolating and your child's class teacher is fit and well to work or if there is full lockdown and the whole school has to close, the children at Redhill Primary School can expect the following provision from school.

What	Details	Where it can be found
Help guides	Support for uploading or accessing work	Dojo - whole school story or privately messaged where required.
Timetable of the week	Breakdown of which subjects will be taught on which days	Class Team - files Class Story - Class Dojo
Lessons	Uploaded tasks/activities per subject area with links to websites, videos etc.	Class Team - files. Dojo class story or Dojo private message. Paper based work packs provided
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Staff will ensure that the learning planned, and the corresponding resources will replicate, where possible, what the day would be like if a child were still in school. Teachers will use the year groups long and medium term plans to ensure the learning is carefully sequenced and builds on the children's previous knowledge.

Teachers may utilise numerous sources including:

- Top Marks - Maths Games
- Phonics play - phonics games
- Phonics Bloom - Phonics games
- BBC Bitesize - EYFS
- NHS- 10 Min Shake up Games
- Oxford Owl - Online reading support
- Booktrust - Online reading support
- GoNoodle - Physical activity
- BBC Schools Radio - Music and Stories.
- Oak National Academy.
- YouTube
- White Rose recorded lessons
- Tackling Tables
- MyOn

Whilst it would be our preference for all children to be in school all of the time, the provision we are offering for remote learning is as close to the children being in school as possible. It will still provide

children with the knowledge and skills they need to make progress, whilst keeping them engaged and motivated to learn.

Is the provision different for my child who is isolating whilst their bubble is still in school?

Whilst a child's 'bubble' is still in school throughout the day, all teachers will be teaching their classes. Pupils at home will be provided with work at the end of their first day of isolation and every day after that. The work set by their teacher will be similar, if not the same, to those in the classroom. Pupils will receive PowerPoints that include the same introduction and activities set in the class that includes hyperlinks to teaching resources to support learning outcomes. Adaptations to work where required will be made to ensure equality for all pupils. Those pupils with SEN needs may require differentiated work and this will be provided accordingly. Due to time constraints, it will not be possible for teachers to pre-record detailed explanations of the work set in these circumstances.

Is my child expected to do work at home when they are ill?

If your child is ill, they must take the time to rest and recover and are not expected to work from home. It is important that school are kept informed of any illness in your household as we will be tracking home learning participation and will approach individual cases accordingly. However, if a child no longer feels ill, but are still considered contagious (10 days after the onset of COVID-19 symptoms), parents and carers must phone the school office or contact their child's teacher via Dojo to let the us know that teachers can begin posting work for your child to access.

How will my child with additional needs be supported?

All children who have identified special educational needs will have additional personalised support and resources provided for them in your required format as per policy. Teachers will respond to children on an individual basis and therefore plan appropriately to ensure every child is able to achieve and access learning materials. Younger pupils (Reception and Year 1) will be given a combination of adult led tasks, videos, and independent practical learning tasks as they would do in school.

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

A 'Daily Learning Contact Tracker' will be used to gauge initial engagement, followed by a register of submitted work, tracked through Dojo, to determine who is accessing the learning provided to its full potential. If a child does not engage/submit work, then contact will be made initially by their class teacher to provide support and establish barriers to learning. Adjustments may be made where appropriate to provide some level of flexibility and adaptability e.g. work completed could be submitted later, timing of live teaching sessions could be moved to accommodate parents who may still be working as well as managing remote learning. If non-engagement persists, then contact will then be made by a Senior Leader or the Pastoral Lead. Home visits will be conducted where required if engagement does not improve.

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, oral group/whole-class feedback via live Microsoft Teams lessons can be used as an effective method to provide feedback. The chat function within Microsoft Teams is also a useful tool used to obtain feedback. Quizzes marked automatically via MyOn, Forms or Tackling Tables are also an appropriate method for pupils to receive instant feedback on their learning amongst many others. Staff will aim to provide feedback within 24 hours of work submission for English, Maths, Reading, Science and the Wider Curriculum. Where pupils are working on paper-based resources, they

will be expected to hand these in via Dojo or Microsoft Teams by sending pictures of their work added to their Dojo portfolios or by alternative means as agreed with school.

How do I keep my child safe whilst accessing remote learning?

Parents need to make sure that children are supervised whilst using the internet to ensure that they are only accessing content that is appropriate to them. Children have had online safety lessons in school and should be aware of how to keep themselves safe online and what to do if they do not feel safe. The same sensible rules should be applied at home as well as in school. Breaks and lunchtime are planned into the daily timetable provided and your child should be encouraged to move away from the screen during these times. When using Microsoft Teams, all parents have demonstrated that they have read and understood the Acceptable Users Policy via a response to either Mrs. L Banks or Mrs K. Adams on Class Dojo. Staff monitor the suitability of any resources or materials shared through our remote learning provision.