



This policy is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education in the current lockdown restrictions. It is managed and monitored by Mrs J Seabright (Headteacher) and Mrs S Griffin (Deputy Headteacher and curriculum lead)

The remote curriculum: what is taught to pupils at home

A pupil's first week or two of being remotely educated 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 week of school being closed to pupils (except for children of key workers and the most vulnerable)?

The main resource to be used will be Class Dojo, meaningful and ambitious work will be set for students through this platform and pupils can submit their work for feedback through the platform. Teaching staff and classes have already been set up on this and it has been used for any children self isolating and for setting homework tasks. All staff have been trained on how to use this platform to deliver a remote curriculum. Pupils have also received demonstrations as how to complete and upload their work. A help fun video tutorial can be found here:

https://www.youtube.com/watch?v=ZGsKw_rXnJg

Additional resources include:

- *TTrockstars
- *Spellingshed
- *[SPAG.com](https://www.spag.com)
- *Oddizzi
- *Kahoot quizzes
- *White Rose home learning
- *Oak National Academy

We will also begin to offer 'live lessons', these will develop over time as staff and pupils become familiar with the process, discovering the most effective way of delivering these sessions. We are using Microsoft TEAMS as our platform for this. The links to join these live lessons will be available through Class Dojo with a timetable posted everyday.

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?

As pupils have already missed a significant portion of their education it is important that home learning follows our existing planned and well-sequenced curriculum. This will allow knowledge and skills to be built incrementally. Lessons that would normally take place in school will be replicated as much as possible through home learning. Appropriate powerpoints, videos and tasks will be set for each lesson via Class Dojo. There will be some 'live lessons' taking place where appropriate.

Home learning tasks will follow whole school Long and medium term plans following objectives that would have been taught in the school setting and follow the usual school timetable.

These long term plans are available on our website by clicking on this link:

http://www.alexandrapark.oldham.sch.uk/?page_id=55

Each morning, teachers will set tasks for the day (before 8.30am) and feedback given through the platform throughout the day as work has been completed. Tasks set will include:

*1 daily Reading based task

*1 daily English based task

*1 daily Maths task

*1 daily topic based task (Science, history, geography, art, DT, RE and PSHE).

*1 music task set by the music lead per week to the relevant year group (currently year 3).

*1 Computing task set by the computing lead per week to the relevant year group (currently year 5).

*Physical exercise activities set weekly by our P.E. lead Mr Clarke via, Class Dojo, the school website and/or twitter.

During this difficult time, wellbeing of pupils, families and staff is of the highest priority.

There will be one wellbeing session a week for pupils in school and at home to promote good mental health and to learning strategies for relaxation. More details of this will be available on the website.

It is expected that pupils continue to read at home every day. A link to websites that have free access to ebooks and audiobooks will be published on school pages and all pupils will be encouraged to use Oxford Owl as a resource. Guidance to individual pupils regarding levels of reading can be communicated with the class teacher using Class Dojo.

How long can I expect work set by the school to take my child each day?

We expect that remote education (including live lessons, video input, independent tasks set through Class Dojo and practice of basic skills such as times tables, spellings and daily reading) will take pupils broadly a minimum of 4 hours each day. This is in line with government guidelines.

Accessing remote education

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

All children have been set up accounts on Class Dojo. To understand how to set up an account of your own and to login to the work your child has been sent please follow this link for a tutorial:

http://www.alexandrapark.oldham.sch.uk/?page_id=5878&doing_wp_cron=1610962350.3728051185607910156250

We will be using Microsoft TEAMS as the platform for our live lessons. The links to join these sessions will be set on the Class Dojo story page each day. Please follow the link for a tutorial guide on how to use this:

<https://www.youtube.com/watch?v=yPQIDqt4Rdc>

We are currently securing the access of links by ensuring that children have their own email addresses.

All staff have been trained on how to deliver remote education and can provide technical support. If you are experiencing difficulties then please contact your class teacher via Class Dojo or the office via email or text.

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 have previously surveyed families needing devices at home. Those identified families will be communicated with to arrange the loan of a laptop or tablet through the school text system accompanied by a user agreement. Any families who had initially indicated they did not require a device but now do need to contact the office through either email (info@alexandrapark.oldham.sch.uk) or through the text number (07786201169).

*Any families needing support with their internet connection have been identified and supported. If you need any further support please contact the school office using the information above.

*If you require printed materials, as you have been unable to access our online provision, you can request these from your child's class teacher. Any work completed at home can be photographed and sent to the teacher using a mobile phone through class dojo. If you do not have fixed broadband at home or cannot afford additional data for a device we can make a request on your behalf for a temporary increase in data allowance. Please see government guidance on this for more information:

<https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, we are focused on providing quality education for all and will ensure what we do is being done for a specific purpose. The methods we use will change accordingly as to which approach will best suit the learning as recommended by the DfE, Education Endowment Foundation (EEF) and Ofsted (<https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>). Strategies used include:

*live lessons (this involves accessing the live teaching that is happening in school at the time). Which lessons available are determined by the appropriateness of the activity in terms of the curriculum followed and resources available at home as well as providing broad and balanced lessons. This approach follows Ofsted's brief report 'What's working well in remote education' which recognises that live lessons can be very powerful tools, but they are not the only or the best ways to deliver remote learning or provide feedback to pupils. To meet different needs we may offer lessons to chosen children (i.e. phonics) that need them. We also appreciate that families at home may be sharing devices and have limited access to the

internet. For this reason, live lessons offered will differ each day and will never exceed more than 3 lessons.

*recorded teaching (e.g. White Rose maths, Oak National Academy, BBC schools, video/audio recordings made by teachers)

*commercially available websites supporting the teaching of specific subjects or areas, including video clips, quizzes or sequences.

*printed paper packs produced by teachers.

It is a priority for our school to ensure that remote education is delivered safely and we remain vigilant in protecting our pupils online. Please read this attached document.

Our approach to remote education is reviewed using the 'Plan do review' model weekly with staff. We are also gathering parental and pupil feedback on our initial offering. This feedback will help us to refine our approach to be the best possible offer and give the best possible outcomes for pupils.

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?

It is expected that pupils will complete all tasks set each day. Your child may need some help occasionally but should on the whole be able to work independently as there will be some taught content (video, presentation, website, live teaching) for every task set. Of course we understand that balancing other children, work and home responsibilities can be an added pressure - speak to the class teacher during welfare calls to discuss workload if it does become an issue for you and your family. Also mention if your child is needing help with most of their tasks and teachers will adjust the work accordingly.

Class Dojo has a reward system which will form part of the whole school behaviour policy and can be continued in the event of a school closure. Dojo points can be awarded to pupils to acknowledge and reward engagement in home learning and examples of good work will be shared within the class..

TTrockstars and Spelling shed winners will continue to be celebrated via Class Dojo and whole school assembly every Monday. Gold work will be chosen from each year group weekly and shared during this assembly along with the Headteachers award. These rewards are designed to celebrate the hard work being done at home. Postcards will also be sent home to acknowledge the hard work of children.

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

The class teacher and supporting adult will check daily whether your child is engaging in work, and will work with families to solve any problems that they identify through welfare calls. These calls will take place minimum once a fortnight but may be more frequent where engagement is a concern.

Feedback and assessment are still as important as in the classroom. Pupils will receive timely and frequent feedback on their work, enabling them to understand how to make progress. This will take different forms: through live lessons, class dojo feedback, welfare calls or whole class feedback.

How will you assess my child's work and progress?

As is standard practice in the classroom, your child's work will be constantly assessed in an informal way such as quizzes, tasks and questioning. Teachers will use this to inform their feedback, lessons the next day, tasks set and they may offer further support if they identify any critical gaps in pupils' knowledge.

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?

It is important that work set to pupils is appropriate to their age and ability, It should be differentiated according to need so that all children can access the learning from home. Children who receive personalised provision should continue to receive personalised work that meets their needs set by the class teacher with a realistic target of work to be completed for this group.

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) or those with English as an additional language, 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 by making more frequent welfare calls, some by bilingual staff to secure good communication; We are developing our vision for personalised provision through small group live teaching, providing remote interventions. We are currently trialling approaches and reviewing their effectiveness to ensure best practice.

If you have any questions or concerns regarding your child and meeting their SEND needs whilst home learning please contact Miss H Varley (School SENDCO).