



Langford Budville CofE Primary School



Covid-19 Pandemic: Remote Learning Provision January 2021

Information for Parents

All schools are expected to publish information for parents about their approach to the remote learning they offer in the case of a lockdown, or when children are self-isolating.

This document accompanies the school's Statement for Home Learning, extracts from which are reproduced below.

Whole Bubble Isolating:

- *In the case of a whole bubble being away from school (either self-isolating or during a Schools Lockdown), teachers will plan work, with guidance for children and parents. Resources will be provided and support available by telephone and email.*
- *There is an expectation that children will be able to access the internet to complete some tasks - this could take the form of online lessons either from our staff or from the government's recommended resources, practising maths skills through online sites already familiar from work in school, or (for older children) undertaking personal guided research.*
- *We appreciate that internet access is difficult for some families; not all activities will require online access.*

Individual Children Isolating:

- *If an individual child is self-isolating due to a member of their household testing positive for Covid-19, they are also entitled to receive home learning activities. Support will be available via the telephone or email as above.*

Why is Home Learning Important?

- *It is vital that children are supported to engage with the home learning on offer - many of our families made huge efforts to work with the school to support their children during the Lockdown in 2020.*
- *Those children (and parents) who made the most of the home learning opportunities returned to school ready to learn. Assessment data from September and December 2020 shows that most of these children made expected or better than expected progress during the autumn term. They showed resilience in their learning, being able to sustain concentration and show appropriate levels of independence.*
- *Those who did not attempt the home learning, or who did very little, generally found the transition back into school life more difficult, and took longer to regain proficiency in basic skills. This limited their opportunities to make good progress.*
- *Whilst the home learning activities will not be the same as those the children would have been doing at school, the package will be designed to enable children to return to school ready to make continued progress.*

Remote Learning Provision		Notes for Parents
How much remote learning should my child be doing?	KS1: 3 hours per day on average, less for younger children KS2: 4 hours per day	These timings reflect the amount of time children would normally spend in taught sessions during the school day. Over the course of a week this includes the full range of curriculum areas including PE, Art, and Outdoor Learning sessions.
Who can come to school during a period of school closure?	Children of key and critical workers Vulnerable children	Existing class bubbles will be maintained. The criteria for each category is clearly outlined in government guidance; the school will contact families of vulnerable children to discuss their place. Children with SEND are not necessarily 'vulnerable'; their needs can usually be met through individualised remote learning in the same way that their learning is managed in school.
What are our aims for remote education provision?	We aim to <ul style="list-style-type: none"> • Provide a carefully planned curriculum for all children • Offer a digital platform for remote education provision – ClassDojo is our digital platform • Support families who have difficulty accessing digital provision • Provide digital and printed resources to structure learning alongside regular communication to keep pupils on track • Check daily whether pupils are engaging with their work Mrs Major is responsible for monitoring the quality of the remote provision to ensure it meets expectations	<ul style="list-style-type: none"> • Lessons will not look the same as they do in school – classroom input relies on interaction between staff and children, whereas remote learning is more likely to involve the child (or parent) engaging with a pre-recorded video or reading instructions about what is expected. • Younger children will need support to access the sessions, whilst older children will be able to work with increasing independence depending upon their ages and abilities. • Communication will be through emails, telephone calls and the ClassDojo platform. • Parents can use the ClassDojo platform to upload images of your child and their work – through this staff will monitor engagement and give feedback.
What are our aims for remote teaching?	We aim to <ul style="list-style-type: none"> • Create activities in a range of subjects, equivalent in length to the core teaching children would receive in school. • Provide a timetable giving guidance on length of sessions – this will not dictate when work is completed to allow for families where online access is limited, where devices are shared or where family dynamics mean a strictly timed timetable is not achievable. • Provide a range of approaches to sessions which include input through either recorded or live direct 	Teachers will <ul style="list-style-type: none"> • Plan sessions which build upon the children's skills, just as they do when the children are in school. • Create lessons in a range of subjects, giving the children the chance to make progress across the curriculum. • Produce staff-led online guidance each week to support email communication and physical work packs which will be posted or delivered to each family. • Use some online video resources for giving input which may be accessed at any time and watched as often as a child needs in order to understand what is being asked.

	<p>teaching, and paper based activities; children will also need time to complete tasks independently.</p> <ul style="list-style-type: none"> • Provide support and feedback via the ClassDojo platform, emails and telephone calls • Provide live sessions for all children during the week so that staff can maintain contact with the class and allow the children to have a 'voice' in their remote learning <p>Online resources may include those from the Oak National Academy, White Rose Maths or BBC Bitesize plus sites familiar to the children from school eg MyMaths.</p>	<ul style="list-style-type: none"> • Use ClassDojo as a platform to monitor the children's engagement each day, and to give feedback – this may take a range of forms from written comments to oral feedback over the phone or during the live Zoom sessions. • Respond to emails and messages from families promptly, enabling parents to manage the home learning effectively • Contact families who are not engaging with the remote learning to offer support. • Hold an online live group Zoom session at least once a week for all children: this will be an informal session and allow staff to monitor wellbeing, hold discussions about remote learning and/or to take part in short activities.
<p>What does the school expect from parents/ carers?</p>	<p>We ask that parents/carers:</p> <ul style="list-style-type: none"> • Support their child in engaging with the remote learning, establishing clear routines and expectations. • Provide their child with a space to work • Enable their child to access online sessions linked to their learning • Enable their child to engage with live Zoom sessions • Upload examples of their child's work to ClassDojo or the class email address so that staff may give feedback and monitor engagement in the activities • Maintain regular communication with the school, allowing staff to support parents and children 	<p>PLEASE NOTE:</p> <ul style="list-style-type: none"> • Most online activities will not be live, giving families scope to organise online access at a time which fits their routines and the need for other family members to use devices • There is no requirement for children to start or finish their learning at a set time; we understand that families may have wider commitments and that remote learning must take account of this; guidance on the length of a session or activity will be provided in each class's timetable • Staff will aim to respond to messages promptly; be aware that they will also be teaching children on site and planning, so please give them time to respond.
<p>Communication – staying in touch</p>	<p>Staff will communicate with families through:</p> <ul style="list-style-type: none"> • Emails – each class has its own email address • ClassDojo – this online platform will be used for individual and group messages, and for uploading resources such as power points • Telephone calls • Weekly Zoom calls – all calls are at different times so that families with more than one child will not need more than one device to access the calls 	<p>Families can communicate with staff through:</p> <ul style="list-style-type: none"> • Emails – send messages to teachers via the class email; messages for Mrs Major or the office through the office email • ClassDojo – please upload examples of your child's work and send messages to this platform; staff will be monitoring engagement through this channel • Telephone calls – we will prioritise families where these has been little engagement with other forms of communication • Zoom calls – please try to engage in these weekly calls – your child will be able to speak with their teacher and make contact with their peers at this time