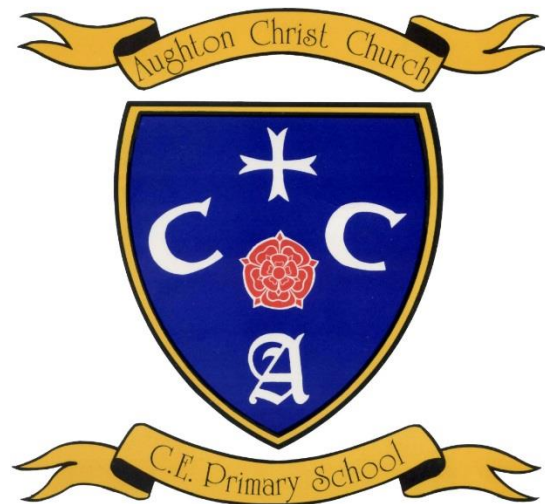


Key Information
Document

Aughton Christ Church C of E
Primary School

Key Information for Remote Learning



Remote education provision: information for parents

This document supports children parents and carers in understanding Remote Education at **Aughton Christ Church C of E Primary School**. It works along-side our policy for remote education which can be accessed in our ***Covid 19 and Remote Learning Information*** section of the website.

The information in this document 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 our whole school to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home

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?

As soon as a class is asked to learn remotely, teachers will be in touch with children the first day via ClassDojo. They will use this as an opportunity to remind children of our school's remote learning expectation and set learning tasks for that day which follow on from what the children have been doing in school. This will ensure continuity for the children and contact to check on well-being. The teacher will then let the children know later that first day about the exact timetable including live zoom lessons and learning which will take place from the following day. This first day allows school, families and children to make the transition smoothly to remote learning.

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. For example, some units in P.E, music, art and DT have been altered due to resourcing requirements for children learning at home.

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:

Key Stage 1	At least 3 hours
Key Stage 2	At least 4 hours

Accessing remote education

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

As a school, we are using **ClassDojo** as our learning platform for children to receive tasks, share their learning and receive feedback. We are also using **Zoom** for our live lessons. In addition to these two key remote education systems, children are also supported in their learning by **Oak National Academy**.

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:

Parents unable to access digital remote systems have been contacted and supported to ensure their child has access to a device to enable them to continue learning remotely.

We have accessed the Government scheme for laptops and also worked with our IT provider, APEX, to prepare school devices for children to use at home.

Any parent struggling to access remote learning systems can contact school so we can resolve this for them.

How will my child be taught remotely?

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

We use the following approaches for remote learning:

- live teaching on zoom (online lessons)
- Class Dojo used for children to access resources for learning and for teaching to give feedback and liaise with children.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- resources produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books 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 internet research activities

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?

Children have a timetable for daily lessons which is communicated to them via class Dojo.

The children are set tasks which they then return to the teacher and receive feedback on.

Parents are asked to ensure children complete tasks and return these as requested in line with our remote learning policies.

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

- We will check children's engagement with remote learning daily. This will be via **Zoom** live lessons and **ClassDojo**.
- Parents will be contacted if there is a concern about attendance on sessions or in submission of tasks. This will be done in the first instance via class Dojo and then followed up with a phone call.
- School will support parents in resolving any concerns about child 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:

- Children's learning will be carefully monitored daily by marking and monitoring individual work and tasks that are returned.
- Children will receive daily feedback on key identified tasks.
- Teachers will monitor this and then support children's needs appropriately through the setting of extension and support tasks and additional one to one or group support via zoom when appropriate.

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:

- Children with EHCPs will be in school to ensure their needs as outlined to their EHCP and being met.
- Children with SEND will continue to receive differentiated work to support them in their learning.
- Children with SEND will continue to receive quality first teaching in line with our policies on SEND from the class teacher in daily face to face zooms.
- Teacher will lead additional input for children with SEND where necessary.
- T.A support will be offered to children with identified needs to support learning.
- Children in Reception will have resources delivered to support interactive teaching and learning.
- Children in Reception and Year 1 will have additional T.A support for reading.
- Online reading books will be used to allow the smooth teaching of reading to continue.

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 likely 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?

Children's learning will continue to be guided through class Dojo in the same way. The class teacher will have oversight of this and face to face zooms led by school staff will continue to support the learning process and pastoral needs of the child,