All Saints C of E (VA) Primary School, Datchworth

'Walking together, discovering life'

The Road to Emmaus (Luke 24: 13-35)

In our school, we aim to:

- Be a school community which supports one another on the journey of discovery and learning, where each child feels safe, valued and known.
- Provide an inspiring Christian environment in which our values shape each member and are evident in the life of the school, as well as in their actions and advocacy in the world.
- Invite children and staff to gain from the wisdom of Christian teaching and worship whilst being respectful of those of other faiths and none.
- Foster the development of an enquiring attitude towards learning and, through stimulating opportunities, encourage children, whatever their ability, to be the best that they can be.
- Encourage a love and care of creation, our neighbours near and far, and value our strong links with All Saints Church.

Remote education provision: information for parents

This document is designed to share relevant information with pupils and parents or carers about how we will provide remote education. This information helps pupils, parents and carers to understand what they should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

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 local restrictions require entire cohorts (or bubbles) to remain at home.

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

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?

On the day that we notify you (or you notify us) that your child needs to access learning remotely, we will begin to prepare and organise tasks and materials which will be expected to be completed the following day. This may vary depending on the time of notification. Children will then receive daily remote learning to complete. The first day or two may involve independent, isolated tasks to allow prompt provision of remote learning, whilst teachers align materials more closely to the curriculum which would be taught in school. From this point on, wherever feasible, materials and tasks set will match as closely as possible our school curriculum offer.

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?

Broadly speaking, yes. We aim to teach the same curriculum remotely as we would do in school wherever possible and appropriate. However, there may be some adaptations needed in certain curriculum areas and to particular task arrangements, where this may prove more challenging to deliver or resources are unavailable at home. For example, in music, families may not have the range of instruments available to complete certain curriculum activities, or the resources, numbers and space to participate in the full breadth of the PE curriculum. Certain maths and scientific activities, in particular, require specific resources and equipment available in school, which would not translate well at home without these. Consequently, tasks will need to be adapted or omitted and replaced by suitable alternatives if this is the case. Conversely, we may also try to exploit valuable learning opportunities, which lend themselves better to the home environment e.g. cooking, sewing, arts and crafts to enhance the curriculum we can offer within school.

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:

Primary school-aged pupils	The work set (including remote teaching and independent work) should be approximately the equivalent length to the core teaching pupils would receive in school, and the DfE expects:
	• Primary: Key Stage 1 = 3 hours a day and Key Stage 2 = 4 hours a day, on average, across the school cohort
	As a school, we aim for and expect each curriculum independent task to take approximately 30 minutes maximum, together with input, instructions, guidance, support and submission of work taking up to a maximum of 1 hour per subject.

Accessing remote education

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

Primarily, our school enables access to online remote learning by e-mail. Families are contacted daily with the tasks they are asked to complete – some of which are online and some are paper-based. The school also uses Google Classroom as a digital platform for setting, submitting and feeding back on online learning. Some activities are completed using online tools and digital platforms, such as Purple Mash, TT Rockstars, My Maths, Oak National Academy, Hamilton Trust, White Rose, BBC Bitesize and Bitesize Daily. Support is provided to families who may have difficulties accessing online remote education or require paper copies and printing to help their child access remote learning.

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:

- For families in our community, who do not have access to a device for remote online learning, the school has a limited number of Chromebooks, which it can loan out after agreeing and signing our Equipment Loan Agreement. Parents and carers can find out more information about this by contacting: admin@datchworth.herts.sch.uk.

- If families do not have an internet connection or cannot access online materials, parents and carers should discuss this with the school, so that we can help to make suitable arrangements to ensure children can engage with remote learning. Please contact admin@datchworth.herts.sch.uk.

- The school can provide copies of any printed materials if required and these can be left in the main entrance for collection on request.

- Similarly, if families are unable to submit work to teachers online, tasks can be handed in in paper form, using the blue office admin in-tray in the porch area of the main entrance.

How will my child be taught remotely?

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

- Clearly communicated daily tasks with a learning intention, steps to follow and easy to understand instructions.
- Electronic copies of activities, games and tasks to complete.
- Live teaching input (online lessons), predominantly for English and Maths.
- Recorded teaching videos (video/audio recordings made by our teachers, YouTube clips, Oak National Academy lessons, BBC Bitesize videos and animations)
- Documents (activities, exercises and worksheets) produced by the teachers - *these can often be printed to complete in paper form*.
- Photographed and copied/printed versions of exercises or activities from textbooks and reading books to support children's learning.
- Access to websites supporting the teaching of specific subjects or areas of the curriculum, including video clips and sequences *e.g. Purple Mash, TT Rockstars, My Maths, Oak National Academy, Hamilton Trust, White Rose, BBC Bitesize and Bitesize Daily*.

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?

- Albeit from home, your child is expected to attend, engage and participate fully in remote learning. This is your child's education and it is vital that they are actively involved to ensure they continue to make progress and that they do not fall behind in their learning.

- Parental support is essential to your child's success at the primary school, whether it be setting routines and outlining expectations for working remotely, helping them to access online resources and join live teaching sessions, or supporting your child to understand, access, complete and submit materials.

- It is expected and really important for primary-aged pupils, and especially for younger children, specifically in Reception and Key Stage 1, that there is active involvement and support in your child's learning. This is imperative for their engagement and success with remote learning and benefits their understanding, clarifies misconceptions and gives them the best possible chance of making progress.

- Families will find themselves in different circumstances and contexts. As a school, we understand the range, level and amount of support that parents and carers are able to give or feel confident in being able to give to support their child. We recommend that all families do the very best they can in the circumstances in which they find themselves and if they feel they need to discuss things further that they make contact with the school for advice and support.

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

- We monitor children's attendance at live teaching input sessions on a daily basis and check pupils' engagement with tasks where we have asked for them to submit and return work.

- Many websites and online platforms used by school enable us to monitor children's engagement with, time spent, completion of and success with set tasks and 'To Dos'.

- Engagement with remote learning is expected and monitored regularly. If this becomes a concern, we will contact families to check that everything is okay and that there are no issues of which we should be aware. We will try to support families as much as possible to facilitate engagement and overcome any obstacles. We will maintain contact via telephone, e-mail and by other means to ensure the safeguarding of our pupils and to support their overall academic and social development, as well as their mental wellbeing.

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:

- Feedback as well as encouragement, praise, recognition and next steps are important to motivate, acknowledge effort and achievement and to move children's learning on.
- Our school will use a range of strategies to assess and feedback, including use of pupils' responses and engagement during live teaching sessions, which provide opportunities for immediate verbal and non-verbal feedback.
- Many activities utilised will offer immediate assessment and feedback, such as activities on Purple Mash, BBC Bitesize quizzes and the like, which help inform both the pupil and teacher of their understanding and how well they have achieved.
- Answers to particular tasks will be provided for pupils and parents to mark, assess and rectify any errors or misunderstandings in their learning to provide immediate opportunities for feedback and to deal with any misconceptions.
- Specific activities each week will be identified by the teacher to offer greater assessment and feedback opportunities, so that the child can benefit from a celebration of their work and from the teachers' comments and next steps advice.

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:

- We maintain contact with our all of our families during any period of remote learning and pay particular regard to families where pupils have additional needs. We check in more regularly with these families, offer elements of differentiation and tailoring of the curriculum for their needs and agree on reasonable expectations for the completion and submission of tasks.

- We offer additional support and advice to enable pupils with additional needs to engage and participate in remote education.

- We expect and encourage active parental support for younger children, specifically in Reception and Key Stage 1. This is imperative for their engagement, development and success with remote learning. Our teachers model approaches through teaching videos and live teaching input, as well as carefully selected online resources to support parents' involvement.

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?

When a child is self-isolating, it is important to note that the school's offer for remote learning may differ from the above. One should bear in mind that teachers will still have a class to teach in school for the duration of each school day, whilst your child is self-isolating. These demands will mean that opportunities for live teaching input will be reduced and will likely be replaced entirely by text-based instructions for tasks which should be supported by a parent, wherever possible, to maximise learning and progress.

Learning will still be well planned and pupils self-isolating will be taught a well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, but inevitably this may differ in certain ways from what is being taught in school, due to practical logistics and the feasibility of translating and modifying learning and activities for remote learning.