



**SKEGBY JUNIOR  
ACADEMY**

**A Guide to Remote Learning**

**January 2021**

## **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 where national or local restrictions require entire cohorts (or bubbles) to remain at home or when there is a National Lockdown and schools are required to partially close.

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?**

Wherever possible, children will be sent home with a paper learning pack with tasks that they can complete independently. If this is not possible parents will be notified by phone or text when packs are ready.

Live lessons and interaction with staff may not begin on the first day.

#### **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 may need to make some adaptations in some subjects. For example, we may change a practical lesson if we feel families may not have the resources needed.

### **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 **four hours** each day.

## **Accessing remote education**

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

Children can access remote learning by one or more of the following ways:

- Online remote learning can be accessed via Microsoft Teams.
- Work can also be accessed through Class Dojo.
- Assessment and feedback can be accessed on the above.

### **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:

- Printed work packs can be provided at parents' request.
- Packs to be collected from the school gate at the agreed time or posted first class.
- Academy staff will keep in contact via the telephone with children who do not have internet access. Phone calls to take place at least weekly but more if the child is vulnerable.
- Work packs can be returned to school when the child returns or weekly if parents prefer.
- Wherever possible, a device will be loaned to children. If required, parents should contact the School Office. Support with internet access and extra data is also available.

### **How will my child be taught remotely?**

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

- Live teaching (online lessons), at least once every day for maths and English.
- Recorded teaching (e.g. White Rose Maths lessons, video/audio recordings made by teachers).
- Online learning packs (teachers will post the day's work on Teams and Class Dojo).
- Printed paper learning packs produced by teachers.
- Commercially available websites supporting the teaching of specific subjects or areas (eg Times Tables Rock Stars).

- Long-term project work and/or 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?**

- Parents are expected to support their child's learning by providing them with a suitable space to work and setting a routine, with clear rules and boundaries.
- Children should complete the expected work every day.
- Work should be returned daily online, giving teachers the opportunity to give feedback each day.
- If children are working in a paper learning pack, photographs of that work should be sent to the teacher daily or the pack should be returned to school at the end of each week. Feedback will be given on Class Dojo.

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

- Teachers will record each child's engagement on a class tracker, daily. This tracker will be sent to the Principal at the end of every week.
- If engagement is a cause for concern, parents will initially receive a message or phone call from the Class Teacher. This may then be escalated to the SENDCO if well-being support is needed or escalated further to the Principal.

### **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:

- Work should be returned daily online, giving teachers the opportunity to give feedback, on line, each day.
- If children are working in a paper learning pack, photographs of that work should be sent to the teacher daily or the pack should be returned to school at the end of each week. Feedback will be given on Class Dojo.

- Answers will be posted online or sent out with a paper learning pack to allow self-marking.
- Verbal feedback will be given during live lessons.

## **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:

- The SENCO will work with families on an individual basis to decide the best method of remote learning and the quantity expected each day.
- Work will be adapted to meet individual needs.

## **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?**

Our aim is to follow the above plan as much as possible but there may be times when live lessons may not be possible. Also, a teacher may not be able to respond to a child or interact as quickly as they would like if they are in a classroom, teaching a full class of children.