# Accessing Remote Learning at Maylandsea Primary School



**Remote Education**

Our remote education will be equivalent in length to the core teaching pupils would receive in school and will include recorded direct teaching time, Zoom tutorial sessions multiple times each week and time for pupils to complete tasks and activities independently. The actual amount of remote education provided will be: Key Stage 1 = 3 hours a day on average across the cohort, with less for younger children. Key Stage 2 = 4 hours a day.

Direct teaching provision will consist of pre-record teachers’ videos and other materials recommended by the DfE such as the Oak Academy resources. These will be supported by frequent Zoom tutorials for the whole class to join in together.

This work, coupled with well-organised class page learning activities on the school website each day and feedback when work is submitted, comprises our remote learning offer.

# Remote Learning provision: information for parents/carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote learning when local restrictions require entire cohorts (or Bubbles) to remain at home.

## Home Learning: what is taught to pupils at home

A pupil’s first day or two of remote learning might look different from our standard approach, while we take all necessary actions to prepare for a longer period of home learning. It will take a day or 2 to get everything in place.

### What should my child expect from immediate remote learning in the few days?

Immediate remote learning provision can be accessed via this Class Pages on our school website <https://www.maylandsea.essex.sch.uk/> It is expected that this work will be completed in the first few days of remote provision.

### Following the first few days of remote learning, will my child be taught broadly the same curriculum as they would if they were in school?

We will be delivering the same curriculum remotely as we do in school, wherever it is possible and appropriate to do so. However, we may need to make some adaptations in some subjects and, for example, where we know that families do not have the resources or technology available at home.

## Remote learning and study time each day

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

We expect that home learning will take pupils broadly the following number of hours each day:

|  |  |
| --- | --- |
| Primary school-aged pupils | Approximately 3-4 hours a day of home learning depending on the age of the pupil. |

## Accessing remote learning

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

Our remote learning offer will be uploaded onto our school website class pages so you can see what has been set for each day.

### If my child does not have digital or online access at home, how will you support them to access home learning?

We know that some pupils will not have suitable online access at home. We take the following approaches to support those pupils to access home learning:

For children who do not have access to the internet at home, or sufficient devices, we will send printed materials home when requested. Please note that this may take a little longer. We will also used any additional funding to supply some laptops (eg DfE school allocation) to families who need them.

### How will my child be taught at home?

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

We will use a combination of the following strategies to deliver home learning.

* Regular virtual (Zoom or similar) tutorials to keep in touch, support learning, introduce and review learning
* pre-recorded lesson segments by the children’s class teacher
* pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* printed work 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/or internet research

## 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?

We expect all children to engage in the home learning that their teachers have provided each day. This work should be submitted to their teacher via the school’s Class Dojo system.

It is vital that parents/carers establish clear routines at home. We will support parents/carers with this should they require help or advice.

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

Teachers will be monitoring the Class Dojo each day and will be marking work that has been submitted. If work is not submitted, teachers, staff will be making contact with families to support them to complete the work at home.

### 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. We will be giving feedback to the children via Class Dojo when work is submitted.

## 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 home learning?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access home learning 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:

Our SENCO will liaise directly with parents/carers of children with an Education Health and Care Plan to ensure that they have everything they need at home to deliver the home learning. Teachers will also ensure that the work that is provided is ability appropriate for all other children with a special educational need.

## Remote Learning for self-isolating pupils

### If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote learning is provided may differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Arrangements will be made to access materials via the website or printed materials but Zooms and teaching videos may not be possible due to teachers teaching the rest of their class.