Remote education provision: information for parents at Rudham CE Primary Academy

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.

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?

Your child will have access to their academies chosen remote learning platform, this is either Tapestry or Purple Mash.

Your child will be provided with 3 or 4 hours remote learning a day, this will reflect the planned curriculum for the academy and include English, Maths, Phonics (Key Stage 1 and where appropriate Keys Stage 2), Reading, Topic (history, Geography/Science) and RE.

Also, during the period of lockdown there will be music sessions, links to PE sessions, Art and design, Modern Foregin languages and Computing. We appreciate that some families may find this difficult to access and utilize, therefore the academies will contact individual parents regarding this.

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?

- Our intention is to teach the same curriculum remotely as we do in school, however we apprecate that space and resources at home may be limited.

- Whilst our English and Maths daily lessons will try to use minimal equipment some of you other curriculum subjects require a greater range of resources so we may need to ake some adaptations in some subjects.

- For example, what we offer in Art or Design Technology or PE may be tailored to what you can find in your 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	3-4 hours inclduing daily maths, reading, phonics and English
Key Stage 2	4 hours including daily maths and English, sometimes the work may extend in these subjects over several days to develop skills or sustain longer pieces of work.

Accessing remote education

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

We have invrsted in remote learning platforms as follows:

Rudham   Tapestry for EYFS and Yr1, SeeSaw and Purple Mash (with emails to support parents) as well as paper copies of work if parents request this.

Phone calls home each week. Zoom meetings to check in with everyone.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- We have a small allocation of devices from the UK Government (Rudham 5 laptops/Chromebooks) and will be deployed when received for Rudham to vulnerable families
- Children have been provided with learing packs so that they can complete learning at home. Videos have been made by staff to support children and parents in their learning and staff are in regular contact with parents and children. Weekly phone calls are made home and staff hold Zoom meetings to meet and support children either weekly or fortnightly.
- For parents who have limited broadband connectivity, we also offer paper packs on request.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

Across our academies we will provide the following:

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Live sessions to follow up on leanring (when appropriate) dependent on broadband capapcity within the academies which can vary due to location
- Pre-recorded Collective Worship sessions weekly
- Printed paper packs produced by teqachers (e.g. workbooks, worksheets)
- Textbooks and reading books for pupils to have at home
- Commercially avaliaible websites supporting the teaching of spefici subjects or areas, including viedo clips, or sequences such as White Rose Maths Hub, Literacy Shed and BBC Bitesize.

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?

- It is expected that children undertake the work set for them and if the encouneter any problems, thy can message their class teacher if iti is urgent or if not speak to the support staff in their weekly learning conversation phone call.
- Staff are avaibale from 9am – 3:15pm to respond to remote leanring queries by messging them in the remote leanring platfomr, emailing them, contacting the academy office. Responses will be dealt with as soon as practiably possible – dependent on their in school teaching commitments.
- Learning will be commented onand feedback provided by the teacher and support staff. We aim to do this each day, however with a minium of 100+ responses to make per class, this may not always be possible.

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

Staff will monitor children's engagemtn on learnig each day and once a week every family will have a learning conversation with a staff member related to remote leanring. If a child is not engaging the following will happen:

- A message will be sent via the remote learning platform in the first instance for the pupil to act on the work missed
- If this is not successful, the parent will be contactd by a member of staff to discuss any barriers to learning or support needed.

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:

- We will contune to follow our marking and feedback policy
- If we feel a child coud attempt more or improve the feedback will be provided with an expectation fo what is acceptable next time.

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:

- Pupils with SEND are provided with appropraite learning programmes to meet their needs, based on their EHCP goals or Learning Plans/Intervention targets
- Sometime specfic specilist programmes will be provided for children to log on to and use e.g. Nessy (for dyslexics).

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?

It is expected that children who are isolating will receive the same level of remote learning and encounter the same ambitious and creative curriculum as those either in school or experiencing remote learnin in a full lockdown

Therefore, all of the provision identified above will be expected.