



## Infant Remote Education Provision: Information for parents and carers

The following information will explain what you can expect from remote education when:

- national or local restrictions require entire year groups (or bubbles) to remain at home.
- individual pupils are self-isolating

### 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.

All learning for children to complete will be set using ClassDojo. Tasks will be set as 'to dos' in the child's individual portfolio.

### What should my child expect from immediate remote education?

Children will be set 4 tasks to complete each day:

Task 1 – Phonics and Reading – Pre-recorded RWI video and Oxford Owl links to relevant reading material.

Task 2, 3 and 4 will be age appropriate task link to the curriculum and may utilise some of the following platforms.



Paper work packs may be distributed to supplement remote learning, where deemed necessary. All children have been provided with exercise books to provide a place to record their home learning.

## 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:

Nursery	Children will be set 2 hours each day which will include the following:
Task 1	Phonics and reading – 30 minutes 
Task 2,3,4	Each of these three tasks has a focus from the Early Year curriculum – 30 minutes
Challenge	We also encourage pupils to take part in some form physical activity and well-being challenge each day.

Reception	Children will be set 2 hours each day which will include the following:
Task 1	Phonics and reading – 30 minutes  
Task 2	Maths – 30 minutes
Task 3	English – 30 minutes
Task 4	Topic – 30 minutes
Challenge	We also encourage pupils to take part in some form physical activity and well-being challenge each day.

Key Stage 1	Children will be set 3 hours each day which will include the following:
Task 1	Phonics and reading – 45 minutes  
Task 2	Maths – 45 minutes
Task 3	English – 45 minutes
Task 4	Topic – 45 minutes
Challenge	We also encourage pupils to take part in some form physical activity and well-being challenge each day.

Not all of this learning will be online, some work can be completed independently on paper away from a device. A full timetable will be provided by their class teacher. It is important that children take regular breaks throughout the day.

## Accessing Remote Education

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

Children will access ClassDojo and Microsoft Teams as their main platforms for remote learning

Alongside this there will be a combination of:

- recorded video sessions to support learning.
- live story time and 'check in' sessions.
- other digital content including Oak Academy, RWI and Oxford Owl.



### 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:

- We have some laptops available for loan from school. These will be initially offered to those families identified through our remote device access survey or via calls completed by staff. We also ask parents to contact the school if they feel that their child cannot access the remote learning at home.
- We also have a number of ways to support with enabling internet connections at home including SIM cards, hotspot codes and guidance on how to access free data from mobile phone providers. We also ask parents to contact the school if they feel that their child cannot access the internet at home.
- Printed paper work packs may be distributed to supplement remote learning, where deemed necessary.
- If pupils cannot submit work online we ask parents to take photographs of the work and upload it to their portfolio via ClassDojo.

## 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 are committed to working in close partnership with families and recognises that each family is unique. Therefore, remote learning will look different for different families in order to suit their individual needs and schedules.

Every effort will be made by staff to ensure that work is set promptly. We expect all children to engage on a regular basis with remote learning completing the tasks in the priority order.

We recommend that each 'school day' at home replicates a day in school and follows the timetables shared with parents in order to establish a structure to remote learning.

We would encourage parents to support their children with their school work as much as they can, including finding an appropriate quiet place to work. We appreciate that this can be challenging and therefore we will do our best to ensure that all work set can be accessed independently by our pupils. When work is marked and feedback provided, we expect children to respond.

Should accessing work be an issue, parents should contact school as soon as possible so that we can endeavour to resolve the problem. This will be discussed on a case-by-case basis.

Parents should follow the normal absence reporting process if their child is unable to complete their work for any reason e.g. illness, personal circumstances.

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

Pupil engagement will be monitored by teachers, pastoral staff and academy leaders.

Teachers will monitor children's work on a daily basis on ClassDojo:

- Providing daily contact with pupils.
- Monitoring attendance at live 'check in' and story time sessions. (where equipment is available).
- Completing weekly engagement trackers at the end of each week for all children.

If there is a concern around the level of engagement, parents/carers will be contacted to discuss and assess how/if support from the academy can assist with increasing participation.

- Parents/carers should communicate with class teachers via ClassDojo to share their concerns.
- Any email communication should be sent to the academy office at [northwoodbroom@espritmat.org](mailto:northwoodbroom@espritmat.org)
- Any concerns shared by parents or pupils will be reported to a member of SLT and the normal processes and procedures will be followed. Any safeguarding concerns will be immediately referred to the Designated Safeguarding Lead.

## 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:

Teachers will endeavour to provide feedback on children's work on a daily basis via ClassDojo and live sessions by:

- Being available for daily contact with pupils between the hours of 8.30am and 3.30pm. Work submitted after 3.30pm may not be marked until the following day.
- Providing individual feedback on each piece of work submitted. This may include suggested improvements which children need to act upon and re-submit their work.
- Providing support on work during live sessions to support with any barriers or misconceptions.

## 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:

Teachers will continue to set appropriate work for the child and meet their individual needs as far as is possible to support them in achieving any individual targets or meeting their EHCP (Educational Health and Care Plan).

Where possible we aim to carry out specific interventions remotely.

Teachers are readily available to offer support and guidance and parents/carers should contact via Class Dojo if they need this.

Weekly calls will be made to all children by their classroom staff to offer support and encouragement.

## 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 who are self-isolating will still be able to access the same remote learning as all other children as outlined above during school closures.

In the event of isolation when the academy is open, remote learning will be set using the same process but the live sessions would not be available.

Work will be set at an appropriate level to meet their needs and broadly in line with the curriculum being taught in school as far as is possible.

And finally remote learning is new to us all and we want our children to feel happy in these difficult time and proud of what they achieve. So one last thing to remember, in the words of Walt Disney...

**“Why worry? If you’ve done the very best you can, worrying won’t make it any better.”**

~ Walt Disney

