

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils, 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?

You will be sent home learning activities for your child to complete for the first day or two. This will be sent via Class Dojo. The activities will cover a range of subjects linked to the current topic that they are learning about in class.

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.
- Plans will be adapted for home learning with different subjects being taught on each day.

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:

The work that is set each day should take around 3 hours to complete.

Accessing remote education

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

All remote learning will be sent out via Class Dojo each day using a parent or carer log in. It will be uploaded on to the class story.

The parent and carer can communicate directly with the class teacher via Class Dojo.

Student engagement can be monitored through Class Dojo and work can be submitted via the pupil portfolio or the messaging service.

If you need any support with Class Dojo, please contact the school office.

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:

- The school have informed all parents and carers that should they need support with a laptop that they will need to contact the Head of School.
- Laptops will be distributed to families on a first come, first served basis.
- If you have any questions regarding access to technology, please contact Miss Wilson: bwilson@canterbury.kent.sch.uk
- Students can access printed materials and/or workbooks if they do not have online access. In order to arrange this, please contact your child's teacher.

How will my child be taught remotely?

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

Some examples of remote teaching approaches used:

- Pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, including narrated PowerPoints)
- Printed paper packs produced by teachers
- Links to relevant websites/resources supporting the teaching of specific subjects or areas, including video clips or sequences
- Clear step-by-step instructions to explain learning activities
- We are evolving our online learning platform, offering some interactive live elements between staff and pupils, this will be alongside our other menu of learning opportunities.

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 of our learners to engage with their learning. If there is a barrier to learning, please contact us as soon as possible so that we are able to support.
- In addition to contact with teaching staff, your child may also have contact with the Pastoral or SEN team. This communication will be generally be through Class Dojo or phone call.
- In order to support your son/daughter, please provide them with a quiet working space where possible. It is helpful to support your child with structuring their day, keeping to their normal routine. In the same way, it is also important to ensure that they have regular breaks. In school, they would have a 15 minute break in the morning, and a 60 minute lunch break. Getting up and active when learning is really important to help maintain focus. Work doesn't all need to be completed on the computer. If your son/daughter completes written work, or practical work, you are able to submit pictures of their work via Class Dojo so that their teachers can provide feedback and guidance on next steps.

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

- Teaching staff in school will be regularly checking students' engagement with their learning. Where a child is not engaging, they will contact you, initially through Class Dojo or via a phone call home. This contact will aim to identify any barriers to learning and work with you in order to help engage your child with their remote learning.
- If you have a concern about your child's engagement, please raise this initially with your child's teacher.

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:

- All feedback to learners will be provided to learners via Class Dojo. This could include both individual feedback and whole class feedback.
- Teachers will regularly feedback to learners on their progress and learning and will include next steps for their learning.

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:

For learners with SEND, we have invited all those who have an EHCP into school; however, if they do not wish to take up the offer, we have differentiated work which is in line with the lessons and the interventions that the learners would normally access on site.

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 challenge 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?

If you inform us that your son/daughter is self-isolating during a time where the school is open for all, the school will move as quickly as possible to issue remote learning.

As soon as possible, your child's teacher will upload learning activities and supporting resources to Class Dojo. Teachers will upload a week's worth of work at a time, and will continue to do this throughout the period of self-isolation. Please ensure that you inform the school of the dates of your child's self-isolation period. Where remote learning is needed under these circumstances, it is important that you submit your child's work to their teacher and keep in contact with their teacher with any questions that you may have. You can contact their class teacher via Class Dojo, or by emailing them directly. Feedback and monitoring of engagement will follow the school's stance outlined in the first section of this document. The work set by teachers will follow their curriculum and ensure that they continue to cover content in line with their peers in school.