



Swaffham Church of England Primary Academy 's Remote Education provision: information for parents January 2021

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

In the first two days of pupils being sent home we expect pupils to access the home learning on our website: www.swaffhamprimary.dneat.org

Work can be accessed by selecting the 'LEARNING' tab and then selecting 'HOME LEARNING' and then the relevant year group. Class teachers have ensured that this area of our website is up to date with learning activities that align with what the children are learning about in school. Pupils have been shown by their class teacher how to access this work. Your child's class teacher has posted the following work:

Years 3- 6:

English- a brief description of what the children have been learning about and the resources they will need to continue this learning at home.

Reading Masters- a text and 4 sessions of questions for your child to work through.

Maths- worksheets and answers which match the maths learning in class.

Spelling- spellings from our Spelling Bee programme that children in school will be following.

Topic- foundation curriculum work which includes; history, geography, science, art, music, drama, design technology

Religious Education- activities which match with the learning in school.

E- Safety- the home learning page contains resources for E- Safety.

Reception Class:

Phonics- A list of the sounds that will be covered each week along with example words/sentences. Links to phonics games, songs and further information are also available.

English- An overview of the objectives that have been covered so far. This will be alongside our focused objectives for each week along with relevant links or stimuli to support the learning

Maths- An overview of the Maths we have learnt so far alongside our focus for each week with relevant links to support the learning.

Storytime- a brief description of daily story time and how this helps us to learn.

A link to Class Dojo where bespoke lessons are posted in the Portfolio section.



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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some areas. For example, where specialist equipment would be used such as in art, design technology, physical education and science. In this case, pupils will be taught appropriate content and skills which maintain their progression within the curriculum. For example, a science experiment or a sport's technique may be replaced with a video clip.

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:

Primary school-aged pupils	
Reception	3 hours a day on average across the cohort with less for younger children
Key Stage 1 (Years 1 and 2)	
Key Stage 2 (Years 3-6)	4 hours a day

Accessing remote education

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

Your child's remote learning will be posted through **Class Dojo** by your child's teacher/ year team colleague. Additionally, the online learning can also be accessed from our website as described at the start of this document.

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 do not have a laptop or tablet for the pupil to have sole access to during a period of remote education.
- A paper home learning pack can be provided- please message your child's teacher through Class Dojo and they will organise this for you to collect from school.
- If you are eligible for Free School Meals then we will be in contact with you shortly about your child's access to a device and the possibility of supplying you with one if needed. At the time of writing this document, we are waiting to hear from the DFE about our allocation of laptops. Once we have received these devices, they will need to be set up and then distributed to families in need.
- If you have no internet access or your child is struggling to access the learning as you do not have a device, then please contact your child's class teacher through Class Dojo so that we can get in touch with you.



How will my child be taught remotely?

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

Learning will be available on Class Dojo for pupils in Reception through to Year 6.

These lessons will align with lessons that are being delivered at school.

The material posted on Class Dojo will include a mixture of resources such as reading material, links to video clips by the Oak Academy (English) and White Rose Maths (Maths) as well as pre- recorded videos by your child's class teacher.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips.

Class teachers will also aim to hold whole class/ group zoom sessions where appropriate to introduce new learning, engage children with discussion and as an attempt to keep our school community feel.



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?

Staff can expect parent/ carers to:

Log onto Class Dojo regularly to view their child's allocated work and resources.

Check the messages section of Class Dojo on a regular basis.

Contact their child's class teacher if they need support/ are unable to access the work.

Ensure that their child is available to learn remotely and that school work is completed on time and to the best of their child's ability.

Support their child to upload work through Class Dojo. Pupils can complete work in exercise books/ paper- parents/ carers can then take photographs of this work and upload it to their child's portfolio on Classroom Dojo.

Support their child to take part in zoom sessions and ensure that they adhere to the protocols for this.

Staff can expect pupils to:

Complete the work to the best of their ability.

Ensure that they are submitting work on a regular basis by uploading this (with parent/ carer support) to Class Dojo.

Respond to feedback.

Let their parent/ carer know if they are struggling to access the work/ find it tricky so their parent can communicate this with their child's class teacher.

Take part in zoom sessions when they can and adhere to the protocols for this.

Parents/ children can expect staff to:

Post work which aligns with the learning in school and covers the curriculum outlined below.

Work with their year team colleague to provide regular communication and check in with families to monitor pupil engagement and trouble shoot problems.

Provide a home learning pack for collection by parent if required.

Return phone calls/ reply to parent messages within a reasonable time frame and ideally within 3 days.



Our Remote Learning Curriculum

English (daily)

Spelling – teachers will set one spelling rule per week alongside the Spelling Bee sheet. This could be done with a video from the class teacher, BBC Bitesize or Oak Academy.

Phonics (Year R and Year 3 only) – a sound per day or a set of sounds per week. A video could be used to support this.

Reading Masters - 4 sessions are planned for. A teacher video for the first lesson - text and talk - hear the text read aloud and see the text marking in practice. The subsequent 3 lessons are; word detectives, vital vocabulary and thinking caps and are set as independent tasks.

Writing – this will follow the school's current curriculum and usual planning expectations. Activities will be adapted for home learning. Learning will follow the sequence of- taught grammar, followed by writing, editing and final draft. A video will accompany a lesson where appropriate e.g. for the editing lesson, teachers may wish to record themselves modelling the editing process. Another example may be a video online/ from the Oak Academy outlining a grammar skill.

Mathematics (daily):

Tackling Tables or alternative - The children will have access to either a daily Tackling Table sheet or an alternative times table or arithmetic challenge.

Main Lessons - supported by the White Rose scheme. Children will be set a daily task supported by the accompanying video. Answer sheets are given to support the parents. Where children struggle with questions an additional video / zoom call with children to go through these problems will be arranged by the class teacher.

Foundation Curriculum (several sessions across the week): teachers will plan learning for the foundation subjects through our Dimensions Curriculum which will cover history, geography, art, design technology through weekly learning activities. This learning will align as best as possible with what is being taught in school but may have to be adapted slightly for home learning where specialist equipment would be needed.

Personal Social Health Education/ Relationship Sex Education (weekly): One session / activity per week, including mental health and mindfulness activities

Physical Education (2 x weekly)- one or two sessions per week.

Religious Education (weekly)- one lesson per week which matches the in school curriculum

Collective Worship (daily)- a daily activity will be shared which aligns with our in-school theme.



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

Teachers will monitor engagement with the remote learning weekly and complete a remote learning tracker which will be monitored by the wider leadership team. Teachers will communicate home on a regular basis to check in with how the learning is going and to support families. Additionally, the Student and Families Team will also regularly contact families they are working with and are available for support to all families.

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 use a variety of methods to assess your child's work and progress including providing feedback to work which has been uploaded to the portfolio area on Class Dojo. We recognise that assessing in this way has its challenges and so we will keep this under review.

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:

Your child's class teacher should be your first port of call if you feel that your child needs additional support. Your child's teacher is working closely with the SENDco to ensure that remote learning meets the needs of all pupils. Welfare calls by the Student and Families Support (SAFs) team will be made to families that are already being supported in this way. Should you feel that you need additional support, please contact your child's class teacher in the first instance and they will arrange for a member of the SAFS Team to get in touch if appropriate.

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?

For the first two days of absence, we expect pupils to use the learning posted on our website as detailed at the start of this document. From the third day of absence, teachers are asked to contact parents/ carers via Class Dojo to provide more bespoke support through this mode of communication, and where possible, to provide learning as described in the main body of this document.