Ditto Lodge Primary School

Remote Education Provision

September 2024

Remote education provision: information for parents

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?

 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?

• Wherever possible, children will be sent home with photocopied workbooks to complete. Paper, books and pencils/pens will be sent home

• Oak Academy learning will be accessed

• A daily check in (morning) and check out (afternoon) will be in place from day 1 on zoom or through a telephone call.

• We teach the same curriculum remotely as we do in school. This includes a daily English, Maths, a curriculum session and a story time. PE, PSHE and Music will be provided. Children will have a weekly life skills activity and a Talk Tuesday activity.

 • Art, History & Geography, Science, DT will be taught in blocks.

• We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE the sport covered may differ to that planned in school due to equipment you have at home. In Music we will use Oak Academy learning.

3 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:

EYFS:

English

 -Daily taught phonics with a video to support the tasks set.

 -Daily write away sessions with video support modelling the task set

-weekly letter formation sessions with video sessions to support fine motor strength.

-weekly reading challenge linked to the sounds/ tricky words being taught

-guided reading book of the week with a different focus each day: e.g. sounding and blending, comprehension.

Maths

-daily maths sessions with a video to support the tasks set.

 -Weekly PE session

-Weekly PSHE & Life Skills task General

-Work will be released ready to start each morning for that day.

-3x live check ins per day totalling 30 minutes with the classroom adult to recap on learning, give feedback and support misconceptions, provide help where needed)

 -Adult led stories daily throughout the week -weekly creative focus challenge KS1 3 hours a day.

Year 1 and 2

English -Daily taught CUSP English session with video support, this will include reading, handwriting and spelling sessions.

-Daily taught phonics with a video to support the tasks set. (This will include a daily 1 X 30 minute sessions of live drop in with the classroom adult to recap on learning, give feedback and support misconceptions, provide help where needed)

Maths -Daily taught Maths session with video support.

-Weekly arithmetic session (This will included daily 1 X 30 minute sessions of live drop in with the classroom adult to recap on learning, give feedback and support misconceptions, provide help where needed)

Curriculum -Daily Curriculum session with video support where needed

-Weekly PE session -Weekly PSHE & Life Skills task General

-Curriculum to be taught in blocks (apart from PE/PSHE, Music)

-Work will be released ready to start each morning for that day. -Adult led stories daily throughout the week -Talk Tuesday Oracy activities 5 -Independent writing on a Friday, linked to grammar, punctuation and spelling

Year 3,4,5,6

English -Daily taught English session which will include reading and writing, handwriting and spelling sessions with video support. (This includes a daily 1 X 30 minute sessions of live drop in with the classroom adult to recap on learning, give feedback and support misconceptions, provide help where needed)

Maths -Daily taught Maths session with video support -Daily Times Table Rock star opportunities (This includes a daily 1 X 30 minute sessions of live drop in with the classroom adult to recap on learning, give feedback and support misconceptions. -Weekly arithmetic session

Curriculum -Daily Curriculum sessions with video support where appropriate for the task -Weekly PE session -Weekly PSHE & Life Skills task General -Weekly timetable for the week 6 -Work will be released ready to start each morning for that day. -Adult led stories daily throughout the week -Times Table Rockstars battles -Weekly fluency activities -Talk Tuesday Oracy activities -Independent writing on a Friday, linked to grammar, punctuation and spelling.

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

-Class dojo will be the platform used and will display pre-recorded sessions and activities -Zoom will be used for live sessions and interventions provided.

How will my child be taught remotely?

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

-Printed packs and materials will be provided for children without technology. The school staff will deliver these

-An audit/list will be kept of all parents without technology. This will be updated regularly by the school office and then accessed as required

 -Parents will be allocated a laptop as soon as available

-Parents will collect/or we will deliver if isolating, a laptop. Parents will sign the loan agreement and be given instructions to work it. The school office will contact parents to inform them of this

-We will provide dongles as required for internet connection. Please contact the school office office@dittonlodgeprimary.co.uk.

-Learning can be posted for class teachers to provide feedback. A daily check in session will allow children to share learning verbally and provide feedback. It can be arranged that learning is left at their front doors for school staff to pick up.

Please contact office@dittonlodgeprimary.co.uk for this to take place

Remote teaching approaches used:

 • Live teaching and check in sessions using Zoom daily

 • Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teaching staff)

• Printed paper packs produced by teachers (e.g. workbooks, worksheets)

 • Textbooks and reading books pupils have at home, for example Year 1 Phonics book

• Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example Curriculum Visions

• Long-term project work and/or internet research activities

• Support materials from CUSP, SoundsWrite and Maths Mastery will be used

What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

Children should engage in live sessions daily. Teaching staff will explain learning so children can complete it independently at home. A register will be taken.

 • We ask that you ensure your child logs in to live sessions and access prerecorded sessions and completes independent tasks daily

What we expect from parent(s)/carer(s)?

 To keep your child safe and ensure they get the most from remote learning, we expect you to:

1. Where possible be present for the duration of the session. Try to be in the room for all sessions, especially for younger children.

 2. If your child has additional needs and attends mainstream school please liaise with the schools SENCO regarding what is working well or needs adjusting for your child. If your child attends a specialist provision (school or hub) then you will receive additional guidance from them and are invited to be in close contact regarding your child’s specific needs.

3. Make sure your child does not join a session from a bedroom or bathroom. If joining a session from a bedroom is unavoidable, point the camera away from beds and any personal information.

4. All children should be supported to blur or change the background where possible. If this is not possible, ensure the background is plain.

 5. Make sure your child, and anyone else who might be seen during the session, wears suitable clothing and is fully dressed.

 6. Make sure that your child’s language, and that of anyone in the background, is appropriate.

7. Do not take secret recordings or screenshots of the member of staff or other pupils during the session(s).

8. Make sure your child knows they can tell you if they are asked to keep a secret or anything happens or is said that is strange or makes them feel uncomfortable, scared or upset.

 What we expect from pupils

 1.Attend all lessons on time with a positive attitude.

 2. Always wear suitable clothing when you are joining a session.

3. Always blur your background so nothing personal is on show behind you.

4. Be polite and respectful of others in the lesson just as you would be in school.

5. Follow your teacher’s instructions if you have a question or answer you would like to share.

6. Let your teacher know if you are finding the work too hard or too easy. If you have additional needs and are worried that you can’t access or understand

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

• A register will be taken in all live sessions

 • Staff will monitor who logs into class dojo to access learning

 • We will provide a weekly telephone call to feedback and share information

• We will look at written packs • We will keep notes from interventions securely stored to share with class teacher

• If there are any issues we will telephone parents to inform them

• We will use class dojo to feedback on work completed

 • We will provide whole class feedback during live sessions

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?:

 • All children with an EHCP will be invited into school and encouraged to attend.

• All teachers will differentiate learning to ensure all children can access it

• 1:1 intervention and small group intervention sessions will be available on zoom to support individual learners and requirements

• Sessions for younger children will be short, interactive and pre-recorded to allow parents to support their children at an appropriate time

 • Additional resources such as coloured paper will be provided

 -They will receive a daily telephone call informing them of the learning and a check-in

-They will receive work packs to complete

-Learning will be shared on class dojo as far as possible

-Oak Academy will be available

-Resources such as paper will be provided if required