

St Mary's CE VC First School,  
Charminster

Remote Learning Offer  
January 2021



## 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 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 document.

## The remote curriculum: what is taught to pupils at home

### What should my child expect from immediate remote education in the first day or two of pupils being sent 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. We will aim to move to full remote teaching as quickly as possible. Whilst we do so class teachers will contact individual parents and pupils via Tapestry or Class Do Jo to provide independent learning. All children can access levelled reading books through Oxford Owl (see below). Children in Ash and Linden Classes are encouraged to make use of their usual learning apps such as; Spelling Shed, TTRockstars and Read Theory.



### 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 wherever possible and appropriate. All subjects are included and daily physical education and exercise are included in plans for all ages of children. **However, due to the age of our children we recognise that children in Reception and Key Stage 1 will require high levels of parental involvement to support their engagement with remote education and 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 as recommended by the DfE and to take into account parental working from home also:

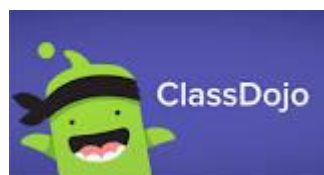
Reception	Willow and Oak Classes	2-3 hours a day
Key Stage 1	Oak, Beech and Maple Classes	3 hours a day (recommended national guidance)
Key Stage 2	Maple, Linden and Ash Classes	3-4 hours a day (recommended national guidance)

Please be aware that these hours are a guide and should be divided into sections with breaks, snacks and lunch in between. Young children will require a balance of practical and active sessions alongside learning involving written work and screen time.

## Accessing remote education

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

As a school, we work together on a whole-school theme for the learning for each half term. As such, all remote learning will be topic-based and the weekly theme, including plans and suggested timetables will be emailed home from our school office each week on a Friday afternoon in preparation for the following week. This will provide a combination of online and practical, parental-supported learning. Additional guidance, pre-recorded videos and support can be accessed through Tapestry and Class DoJo.



## **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:

- Provide laptops or tablets for families where there are no devices. We do not have devices in school to lend to families. However, we have been able to provide devices donated from within our community. Please ask if you would like to be put on our list for devices so that we can allocate them fairly when they become available.
- If internet connection is an issue then our school through Dorset Council can help disadvantaged children get online using free mobile data increases or 4G wireless routers provided by the Department for Education. Please let us know if you think this applies to you.
- We aim to keep the need for printed sheets and resources to a minimum. The White Rose Booklets for Years 2-4 should help reduce printing. However, if you require copies of printed materials please contact your child's class teacher or the main office on [office@charminster.dorset.sch.uk](mailto:office@charminster.dorset.sch.uk) and we will be happy to print for you to collect.
- Work can be submitted to teachers through Tapestry (Willow, Oak, Beech and Maple) or Class DoJo (Linden and Ash) If you have difficulty doing this, please ask and we will support you. Photographs of work taken on mobile phones can be uploaded to both Tapestry and DoJo or emailed to either the class teacher or the school office. ([office@charminster.dorset.sch.uk](mailto:office@charminster.dorset.sch.uk) )

## How will my child be taught remotely?

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

- live online sessions with the Class teacher using Google Meet



- recorded teaching (This will include Oak National Academy lessons, video/audio recordings made by our own teachers and The White Rose Maths lessons)



- printed paper packs produced by teachers (White Rose Maths Booklets will be provided for all children not attending school for Years 2, 3 and 4)
- textbooks and reading books pupils have at home. Children are also encouraged to access [www.oxfordowl.co.uk](http://www.oxfordowl.co.uk) for reading books.



- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences and e-books



- long-term project work and/or internet research activities (these activities will form part of topic work linked to specific curriculum areas). We have a school subscription to Britannica Digital Learning for research:



## 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 that all pupils engage in learning across a full range of subjects for the required time.

Pupils, with the help of parents should submit their learning through Tapestry and Do Jo on a daily basis depending on family circumstances.

Parents can ask questions in order to support, develop and extend their child's learning directly to the class teachers via Tapestry and DoJo.

Parents and pupils should attend any live sessions offered and let the class teacher know in advance if they are unable to attend.

In any 'live' Google Meet session pupils should keep their camera on, be appropriately dressed, keep their microphone off unless speaking and be in a public area of their home. Parents should not record, photograph or video 'live' sessions.

Parents and teachers will promote online safety through reminding children to speak with a trusted adult if they come across something online which makes them feel worried or uncomfortable.

These sites may be useful for supporting you, as parents, with advice regarding internet safety:

#### NSPCC

- It can be hard to know how to talk to your child about online safety. From setting up parental controls to advice on sexting, online games and video apps, NSPCC can help you to understand the risks and keep your child safe.



- Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.



- The UK Safer Internet Centre online is a useful site where you can find online safety tips, advice and resources to help children and young people stay safe online.

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

- Teachers and Teaching Assistants will check daily on Tapestry and Class Do Jo to ensure that pupils are engaging.
- Teachers will phone, message on Tapestry/DoJo and/or email parents in order to maintain contact and to ensure that remote learning is happening.
- Booklets and work completed on paper should not be returned to school in order to minimise risks of contamination. Photographs of this can be uploaded instead.
- Each week children accessing remote education will be chosen to receive our 'Cracking Caterpillar' award for learning at home. Families will receive an invite to join this Collective Worship through Google Meet alongside staff and children in school.
- Where there are any safeguarding concerns then the Designated Safeguarding Lead (DSL) will contact parents directly.

## **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 provide regular feedback via Tapestry and DoJo. Feedback will include successes and ways to improve or extend learning in an age-appropriate way. the methods you will use to assess and feedback on pupils' work
- Feedback may be daily or weekly depending on the pattern of submitting work. This will vary depending on family circumstances and work commitments.
- Quizzes on National Academy lessons will provide immediate feedback based on the learning in the lesson. Photographs of these quiz results can be shared through Do Jo in order for pupils to celebrate their achievements with class teachers.
- Class teachers are able to monitor the levels and progress of pupils accessing TTRockstars, Spelling Shed, Read Theory and Get Epic. They can support or extend pupils' learning in this way.

## **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:

- Offer school places for pupils with EHCPs and those with EHCP applications in process and provide specialist TA support where available for those pupils attending school.
- Bespoke packs of learning materials will be put together and delivered to pupils with SEND in Key Stage 2 where required.
- SALT (Speech and Language) will continue where applicable in an online format.
- Planned assessments for pupils with SEND attending school will take place if appropriate and staff from specialist services are available.
- Send home practical and active learning opportunities for our Reception and Year 1 children to enable parents to engage in fun, exploratory and play-based learning which reflects learning in school.

## **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?**

Class Teachers will liaise directly with the parents of any individual child being required to isolate. Daily instruction and feedback will be provided through Tapestry or Class DoJo. The timetable for an individual child would be expected to follow that of the main class. If possible, a child may be able to join the main class lesson using Google Meet in order to receive direct live teaching by the class teacher alongside his/her peers.



## What support is there for supporting my child and my family's mental health and wellbeing?

Encourage young children to think about their mental health and wellbeing through:



Harold's Daily Diary:

<https://www.coramlifeeducation.org.uk/harolds-daily-diary>

These sites may be useful in supporting good mental health for staff, parents, children and families:

shout	<a href="https://www.giveusashout.org">https://www.giveusashout.org</a>	This is a free text support helpline for all ages so it is relevant for young people and parents.
Stem	<a href="https://stem4.org.uk">https://stem4.org.uk</a>	Supporting positive mental health in teenagers
The Children's Society	<a href="https://www.childrenssociety.org.uk/mental-health-advice-for-childrenand-young-people/the-advice-resource-vault">https://www.childrenssociety.org.uk/mental-health-advice-for-childrenand-young-people/the-advice-resource-vault</a>	Advice for young people from young people.
Young Minds	<a href="https://youngminds.org.uk">https://youngminds.org.uk</a>	The UK's leading charity fighting for children and young people's mental health.
Dorset Mind Your Head	<a href="http://dorsetmindyourhead.co.uk">http://dorsetmindyourhead.co.uk</a>	Supporting young people's wellbeing in Dorset.
Keep Your Head	<a href="http://www.keep-your-head.com">www.keep-your-head.com</a>	Keep Your Head brings together reliable information on mental health

and wellbeing for children, young people and adults

Dorset  
MIND

<https://dorsetmind.uk>

Useful for signposting and self care tips

MIND

<https://www.mind.org.uk/information-support/for-children-and-young-people/useful-contacts>

Details of places you can go if you're a young person looking for support or information.

CAMHS re-  
sources

<https://www.camhs-resources.co.uk/downloads>

Downloadable self-help guides that we hope may be useful to you.

Headspace  
app or  
online

<https://www.headspace.com>

Mindfulness for your everyday life.

Stress less. Move more. Sleep soundly.

Kooth

[www.kooth.com](http://www.kooth.com)

Free, safe and anonymous online support for young people

Charlie  
Waller Me-  
morial  
Trust

<https://www.cwmt.org.uk/schools-families-resources>

Good mental health resources for young people and parents in need during the current crisis.