



St Chad's CE (C) Primary School

Home Learning Offer

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 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?

All pupils will receive their home learning via the Dojo app in the first day or 2 of being sent home. All pupils have had work sent as a practice run to prepare them for any lockdown/closures or self-isolation periods.

All pupils have a log in for Microsoft Teams where the register will be taken each morning. If a child is absent for the register the same attendance procedures will be followed and they will be marked as absent on the register which will affect their overall school attendance. Parents must contact the office via email if their children will be absent for any reason. The office staff will follow up if no reason for absence has been given. The teacher will then introduce the home learning for the day and expect ALL pupils to send the completed work back to them via Dojo for marking, assessment and feedback.

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. However, we have needed to make some adaptations in some subjects. For example, National Oak Academy videos and links may be sent for subjects such as Science, PE and ICT that fully explain concepts and allow you to use materials and resources that you have available at home.

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:

Key Stage 1	Minimum of 3 hours daily
Key Stage 2	Minimum of 4 hours daily

Accessing remote education

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

Registers will be taken via Microsoft Teams and all home learning will be sent directly through the Dojo app.

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:

All children who have no access to tablets or computers have been identified and provided with personal devices from the Government. Those who have temporary issues with technology will be provided with paper copies of work.

0 parents have notified the school that they have no access to the internet. Those with no internet access for any length of time will be provided with paper copies of work. If the internet still proves an issue, the pupils affected will be invited into school to use our resources with the Key Worker children.

Pupils with no online access can submit work to teachers using the hard copies and the drop off option to school at the end of the week.

How will my child be taught remotely?

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

Live teaching (online lessons) will be provided daily straight after the register for approximately 30-45 minutes. These sessions include recapping previous learning, working memory activities, introducing new learning and a mental maths and SPaG session.

Recorded teaching (e.g. Oak National Academy lessons) will be used for units of work that correspond with our carefully planned curriculum. Recorded teaching will be provided daily via White Rose for maths.

Printed paper packs produced by teachers (e.g. workbooks, worksheets) will be provided to those who have no access to online learning.

Textbooks and reading books will be scanned in and uploaded for the pupils to read at home and YouTube videos of guided reading books being read to the pupils by the authors used where they correspond with our planned curriculum.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences may be included in daily lessons PDF's as hyperlinks to enhance understanding of an objective.

We will avoid long-term project work and/or internet 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?

Home learning is mandatory and it is the school's expectation that all work is completed daily and sent back to the class teacher for marking, feedback and assessment.

Our expectations of parental engagement and support will vary depending on the demands at home such as whether parents are working from home, have other children at home or are under any other pressures that will impact parental support. We are an understanding and compassionate school and our staff will support wherever we can and are contactable throughout the working day.

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

Home learning must be sent back to the class teacher daily for marking, feedback and assessment and it is at this point that teachers will be able to identify who is or is not engaging with their learning.

A message via Class Dojo will be sent as soon as the first piece of work is not received. If the work has still not been received, the class teacher will phone the parent to discuss any issues. Failing this, the Headteacher will contact the parents to discuss how we can further support at home and ensure that we receive all completed home learning daily.

The parental communication app Dojo will be the main point of contact for teacher and parent/carer.

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 pupils work and progress will encompass marked maths worksheets, individual messages to children where necessary, quizzes, whole class morning feedback and any other methods teachers feel will have a positive impact on pupil progress.

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:

We provide 1:1 sessions for those with SEND and offer more hours of live teaching via Microsoft Teams. All pupils with SEND will have their needs met on an individual basis so provision may differ from pupil to pupil. APDR's will be planned for and individual objectives planned for as they would be in the classroom. Work will be tailored to their need via Dojo.

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?

The main difference is that the teacher in the above instance will be teaching in school. The live session and register will not be taken remotely. Work will still be sent home via Dojo and the response times to home learning queries may be delayed due to the teacher being in class all day. Work will still be marked and assessed and feedback given and home learning for those isolating still remains mandatory if they are well enough to complete it.