



**REMOTE
EDUCATION
PROVISION
AT MOORHILL:
LEARNING
TOGETHER**

Remote education provision: information for parents

This information is intended to explain to pupils, parents and carers what to expect from remote education where national or local restrictions require pupils to learn at home.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

If your child is remote learning because the class bubble is required to self-isolate, or because there are national restrictions, you will receive communication from the class teacher, to outline which Teams videos are being posted each day and the times for daily feedback session (also on Teams).

There will also be a weekly overview, posted every Monday on DOJO, which gives a daily breakdown of learning. This will include links to learning videos from quality assured education sites.

You will have access also to reading books through either Oxford Owl (Reception, Year 1 and Year 2) or MyOn (Years 3-6).

Will my child be taught broadly the same curriculum as they would if they were in school?

The learning planned for your children matches, as closely as possible, the curriculum and learning that would be in place if your child were in school.

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:

Reception and Key Stage 1 (Years 1 and 2)	A minimum of three hours of learning, set by the school, each day. This will include a range of learning activities, such as practical
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	work and learning through play for younger children.
Key Stage 2 (Years 3, 4, 5 and 6)	A minimum of four hours of learning, set by the school, each day.

Accessing remote education

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

Our online remote learning is presented as follows:

We use Microsoft Teams to share learning videos made by our teachers and for live feedback sessions, interventions and reading.

We post a weekly work plan on Class DOJO, with links to learning videos from sites such as National Oak Academy, Maths Mastery and White Rose.

Children will have access to Oxford Owl reading (predominantly Reception, Year 1 and Year 2), MyOn Reading (predominantly Years 3, 4, 5 and 6 but with some access also for Key Stage 1 and Reception).

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:

Wherever possible, we will provide laptops to children who do not have a device (such as a laptop or tablet) to use for remote learning.

We will establish who would benefit most from use of a school laptop through communicating with parents and carers.

Parents will be invited into school to collect a laptop and sign the laptop loan agreement. We will also include useful information, such as how to set up Microsoft Teams.

We will also apply for and lend devices that enable an internet connection, for example routers or dongles.

If children do not have any online access, parents and carers will be able to collect a fortnightly workpack, which contain work in line with the planned curriculum.

How will my child be taught remotely?

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

Microsoft Teams Teachers will upload videos to Microsoft Teams each day, for children to watch and learn from – these are videos made by the year group teachers. They will then offer short, live sessions (up to half an hour) to give children the chance to ask any questions, for example if they have found something tricky and need a bit more of an explanation to help them. We have planned these at specific times so that, wherever possible, they do not clash with sessions that their siblings may have, as we know that they may be sharing a device.

DOJO Each week, teachers post a learning overview on the DOJO class story. The work posted is carefully planned to teach the children, as far as is possible, what they would be learning in school. This includes links to some excellent learning videos which explain different learning concepts for children, for example from National Oak Academy, Maths Mastery and White Rose, as well as links to the videos made by the school. There are also activities for the children to complete. The DOJO work is in addition to the Microsoft Teams learning and ideally, children will attend all Teams sessions and complete all work on DOJO. I know there are times when this may not be possible, but the more children access, the bigger difference it will make to what they are able to achieve in their learning.

Work packs These are for anyone having difficulty accessing the activities on the DOJO weekly overview, for example if a family does not have a laptop, PC, Gaming device or mobile phone for a child to use, or has limited internet access. Work packs are prepared fortnightly and as far as is possible, match the work in class and online. If children are accessing all of the DOJO and Teams work, they will not need a work pack.

Phone calls We want to make sure we keep in close contact, so that we can best support learning. Some children will receive learning phone calls from teachers and teaching assistants on a regular basis, between one and five times a week.

Reading Online reading books will be made available through Oxford Owl and MyOn reading. To support some children with additional reading, staff will arrange reading sessions via Teams with small groups of up to three children, to help them with further reading practice.

Interventions Interventions may also take place, again via Teams, for example for speech and language development or for phonics. Some interventions may also take place by phone, for example contact with a learning mentor if that has been a specific intervention when in school.

Engagement and feedback

For the remote learning to have the very best impact on each child's learning development and well-being, there are expectations for engagement from children and support from parents and carers.

Our expectation is that children watch the Teams videos and join the Teams sessions every day. In addition, we expect them to complete all of the DOJO work set for each day and post their work, daily, on the child's individual DOJO portfolio.

We ask that if there is a technical barrier to learning, eg no device or limited internet, that parents and carers contact the school so that we can support in overcoming this.

We expect children to be respectful on Teams sessions, to follow our Acceptable Use Policy for use of devices and the internet, abide by our Behaviour Policy and contribute towards our school values. We ask parents to monitor this, as well as their safety when online. The school has shared the Remote Learning Agreement with parents and carers.

<https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/09/Acceptable-Use-Policy.pdf>

<https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/09/3.3-Behaviour-Policy-17.7.20.pdf>

<https://www.moorhill.staffs.sch.uk/wp-content/uploads/2020/10/NEW-SAFEGUARDING-MODEL-POLICY-2020-21.10.20.pdf>

<https://www.moorhill.staffs.sch.uk/wp-content/uploads/2021/01/Addendum-to-Safeguarding-Policy.pdf>

We ask that parents and carers support their children with establishing good routines for learning. Learning is easier for children when they understand the routines and the expectations, so setting specific times for getting dressed, learning activities, lunch etc will help them.

We ask that parents and carers ensure children have lots of screen breaks throughout the day and consider activities in leisure time which balance any computer or gaming activities with activities away from the screen, eg exercise, board games, non-device toys.

We ask that parents and carers hear their children read, or read to them, or both, as often as possible and preferably daily, and encourage their children to also enjoy a book independently.

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

Teachers monitor children's levels of engagement on a daily basis and report this back to their year group staff team and to leaders in school. This is then monitored further by phase leaders each week.

If a child has not been on Teams, parents and carers will be informed via a phone call. Similarly, if the school has any concerns around engagement in Teams (including any inappropriate behaviours) or around the engagement with the work on DOJO, parents and carers will receive a call to offer support, revisit the expectations and discuss changes for the following week.

If the school is not able to make contact after two days (through phone calls, DOJO messages and text) staff will conduct a home visit for a safe and well check and also to support with learning engagement.

If staff have conducted a home visit but we still have not been able to make contact, this then becomes a safeguarding concern and as such the school will seek advice from the county safeguarding team.

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:

Staff will approve each piece of work submitted through the DOJO portfolio. and indicate that it has been seen, eg through the 'like' icon.

Each week, each child will receive written feedback for at least two of their pieces of work.

Where staff see, either through Teams sessions, work posted or from a message, that a child is finding part of their learning difficult, they will call them to give further support.

We also hope that, as more children engage with Teams and DOJO learning, the focus of our phone calls can shift to supporting with specific learning and giving feedback on pieces of work completed.

During the Teams sessions, staff will use a variety of strategies to help them to assess your child's learning and to feed back, eg questioning, quizzes, whole class feedback and responses to the task.

Staff might also post, with the child's permission, a good piece of work to support others in understanding the expected standard (we sometimes call this WAGOLL, which stands for 'What a good one looks like').

Weekly 'shout outs' from the head teacher will identify 2-3 children from each year group who have excelled over the week, whether learning in school or at home.

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:

Children who have an EHCP will receive additional calls to support them with their learning. Additional messages through DOJO, to individual parents and carers, provide links to work that is appropriate for the child's learning – this is bespoke to the child. Similarly, work packs (if used) are differentiated for children with specific learning needs.

Interventions such as additional reading, phonics, speech and language and mentoring calls all form part of our remote learning offer.

Within the early years, work set will be a mix of that which requires some parent/carer support and also some work that can be completed independently by the children, just as they would in school. Parents and carers are also supported on how learning can be integrated into their children's play activities.

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?

If individual children are self-isolating, but the majority of children are in school, the child at home will access the DOJO weekly learning overview, which staff post each Monday morning. This is closely linked to the learning in class. Staff use quality learning videos, which are included as links within the DOJO weekly overview, such as videos from the National Oak Academy.

In addition, staff make contact throughout the week to those who are self-isolating, through DOJO and through phone calls to support learning.