



Codicote C of E Primary School
Remote Learning Offer
October 2024

This information is intended to provide clarity for children and parents and carers about what to expect from remote education where national or local restrictions require individual children, groups of children, or the whole school, to remain at home.

What is taught to children at home?

The first day or two of remote education might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching. The children will be provided with activities and tasks which consolidate learning and provide opportunities to complete work related to the topics they are studying. In addition, practice may be completed in developing basic skills in numeracy, such as times tables, handwriting, reading, letter formation and spellings.

What happens next?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. This includes all areas of learning, although the order in which this is taught may change, to ensure all children are able to access the resources they need. For example, in Art or Science where specialist materials may be required for the area planned, a different one would be taught.

How long can I expect work set by the school to take my child each day?

Age group	Guidelines
Foundation Stage	In Foundation Stage, activities are provided which focus on the development of basic skills, covering the Foundation Stage Curriculum. For Nursery, these should take between one and two hours. In Reception, the activities should take between two and three hours. This enables the children to have time in their day to develop their fine and large motor control, small world and imaginative play, understanding of the world through interacting with materials in the home, and listening skills - through watching and listening to stories.
Key Stage 1	Provision for Years 1 and 2 covers the National Curriculum. It is expected that the work will take approximately three hours to complete.

Age group	Guidelines
Key Stage 2	The National Curriculum is covered - the work set should take approximately four hours to complete. Children are also able to research aspects of their class topics and pursue areas of individual interest - for example, finding out more about a hobby.

How will my child access online remote education?

The Google Classroom is used to post work, communicate and share online resources. Each child is given an account and log in details. Other resources such as Purple Mash, TT Rockstars and My Maths are also in use.

What do I do if my child does not have digital or online access at home?

We recognise that this can be a barrier for some children and work with you to overcome this in the following ways:

- Provide paper packs, to enable children to start work as soon as possible. Completed work can be returned to school.
- Lend you a device wherever possible, such as a laptop, netbook or tablet.
- Help you to access the internet by providing a device which will enable you to connect, including being able to access more data, as necessary.
- Provide work and recorded lessons on a memory stick, if you are not able to access the internet due to geographical issues.

Please contact the School Office for more information and to access help. We can also help you with setting devices up, where this is an issue.

How will my child be taught?

Our aim is to provide a range of ways for the children to learn, without an over-reliance on technology. Lessons are recorded to allow flexibility in when these are watched, and to allow the children to watch them again, if they haven't quite understood.

We use a combination of approaches:

- Paper packs and resources - provided and updated regularly.
- Text books and exercise books as well as other published resources.
- Posting work on the Google classroom. Instructions may be in video or written form.
- Recorded lessons to explain new concepts and tasks
- Video and film clips e.g. BBC Bite size, Oak National Academy lessons, Horrible Histories etc.
- Google meetings
- Online Assemblies/hangouts/assemblies etc.
- Reading books - weekly swap.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

How can we help at home?

- Having a routine is very important. To fit in with other demands at home, this may not replicate the usual school day timetable, but keeping bedtimes the same, having work, meal and play times set out and expecting children to be dressed and ready for learning are really helpful to get, and keep the children in the right frame of mind for learning.
- Encourage your child to complete the tasks set independently, as far as possible. Teachers are providing a range of information so that the children know what to do. They can also contact their teacher for more help whenever they need it.
- Be clear in your expectations that during working time, the children stay on task to complete the activities set - i.e. not allowing them to play games during the time set aside for learning.
- Contact your child's teacher if your child is not/cannot do the tasks set, so that a way forward can be found.
- Be clear that the expectation is that the children will complete the work set to a high standard, before they are playing.

Communication

Our approach towards communication will continue to be positive and constructive, so that our partnership working with you and your child/ren is mutually helpful and supportive. Staff monitor children's work and attendance on Google Meets carefully and check the class stream throughout the day. If they notice that children are not accessing these, they will contact you, usually by telephone, to find out why this is, so that we can help everyone to get on track.

If children are not completing the work to the standard they are capable of, and usually achieve in school, staff will let you, as well as the children, know what needs to be improved. Staff will contact children regularly to check in with them, either online or by telephone, within a safe context - from school, using the school phone network or secure internet platforms.

What feedback will the children get?

Feedback takes many forms, and is appropriate to the task set; it may include the following:

- Written and oral feedback
- Sharing work with others
- Whole class feedback
- Quizzes
- Self-marking with answer sheets
- Online tests

Additional support for children with particular needs

We recognise that some children, for example some children 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 children in the following ways:

- Differentiated work and activities
- Individual programmes - as appropriate
- Direct communication
- Small group online teaching session or support
- Where possible and appropriate, attending school for a short period to receive 1-1 instructions and preparation for tasks set.
- Video conferencing

Remote education for self-isolating children

Where individual children need to self-isolate but the majority of their peer group remains in school, remote education is provided will differ from the approach for whole groups. This is due to the challenges of teaching children both at home and in school. It may be possible for children to join some class teaching sessions via remote learning platforms. Packs of work/resources will be provided, following the curriculum set for the rest of the class, although this may be adapted, should specialist equipment or resources be needed. Feedback will be provided on work submitted either electronically or in a paper format. ,

Help and Support

We are always happy to help in any way we can to support with remote learning, and are committed to ensuring all children in the school are able to access the same provision. During times of school closures, teachers can be contacted via the google classroom or the School Office.