



Remote Education Provision – Information for Parents/Carers

This information is intended to provide 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.

Remote curriculum – what is taught to pupils learning 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 to expect following the first few days (of a local or national lockdown) **as immediate remote education provision:**

- If the academy is given notice from the DFE (Department for Education) or the Prime Minister, pupils will be sent home with a learning pack with a reading book, a workbook, stationary items and English and Mathematics based activities to support the stage of learning for their age group.
- In some cases (where little notice is given and a quick response to a national lockdown is required) pupils will be sent activities via our online apps.

Our online learning platforms are:

For **EYFS pupils** (Nursery and Reception) **Tapestry** <https://eylj.org/login/>

For **KS1 and KS2 pupils** Year 1-6 **Seesaw** <https://app.seesaw.me/#/login>

- Parents/carers wishing to access a paper based learning pack or an equipment pack (extra paper, pens, pencils...) can contact school admin on 01709 862175 or admin@victoria.doncaster.sch.uk and these will be prepared by our teaching team to be collected by families.

What to expect following the first few days for remote education:

- We teach the same curriculum remotely as we do in the academy wherever possible and appropriate. The curriculum will focus on supporting pupils learning in English (reading, phonics/spelling, writing, oracy skills) and Mathematics daily.
- Other subjects will be balanced throughout a weekly timetable and include physical activities for PE, RE, Science, History, Geography, Art, Music and PHSE.

Remote teaching and study time 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	F1 and F2	1-2 hours per day
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Key stage 1	Y1 and Y2	3 hours a day
Key Stage 2	Y3, Y4, Y5 & Y6	4 hours per day

Support to access online learning or a device

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:

Parents can contact the academy to loan a device. The academy can also provide an internet data card if available.

If a pupil or parent/carer prefers to access paper based learning then they should contact the academy to request this from the child's class teacher.

Pupils who do paper based learning can upload an image to Tapestry or Seesaw to receive teacher feedback the same day if it is submitted before the end of the school day.

Remote curriculum – how we teach learning remotely to pupils

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

- Learning lessons and activities will be introduced by class teachers through voiced over presentations for each subject.
- A weekly timetable of lessons will be uploaded so pupils know which lessons need to be completed across the week.
- Online programmes to support learning may also include:
 - Mathletics
 - Oak Academy recorded lessons
 - Times Table Rockstars
 - Oxford Owl Reading
- We may also set some longer term projects with websites and video links where pupils will be asked to do research.

Home-learning activities are to be designed to be focused and relate directly to what has been taught in school so that learning can be further secured at home. It is progressive and builds throughout the sequence of learning.

Within the apps, teachers are to directly upload PowerPoints, videos and links to useful resources, keeping these as close as possible to the resources used in class.

Remote curriculum – Engagement and feedback expectations

As a Trust within our academy we expect the following:

Marking and Feedback:

The purposes of feedback within the Seesaw and Tapestry apps is to motivate pupils, recognise and celebrate their efforts, address misconceptions and assess learning.

Responding to work the Phase Teams will:

- Approve work so the children are alerted that it has been submitted.
- ‘Like’ the work by clicking on the heart to acknowledge that the work has been seen by the teacher.
- Mark the submitted work by clicking on the three dots (...) and clicking Edit and using either the pencil/felt tip tool to draw ticks, highlighter to identify gaps or errors, text tool to add a written response or voice response to give a more personal feedback.

Subject Specific feedback

Marking will be provided in the following subjects:

- Math’s- answers will be uploaded for the class the day after the work has been set. Children will self-mark.
- SPAG- any errors will be identified and corrected.
- Topic- a ‘like’ stamp or a voice note to provide personalized feedback using the voice record button.
- Written work- a written or verbal response will be given.

Pupil Expectations

- Be up and ready for learning each morning from 9 o’clock.
- Attend live learning sessions/check in activities where possible with teachers
- Use the Add Response tool to submit their work – this allows Seesaw to recognise that they complete it.
- Follow the online safety rules and only use for school work.
- Report to an adult if they come across any unsafe content.
- Follow healthy use of a computer, website and any linked learning.

Parent Expectations

- Support our academy by encouraging their child/ren to login daily to lessons and learning activities
- Ensure that appropriate firewalls and age restrictions are set on computers.
- Computer use is regularly monitored.
- Ensure communication is kept to a professional level.
- Ensure submitted work is clearly photographed to enable a teacher to mark it.

There is a government expectation that children adhere to the specified hours of remote education as stated above. Parents should aim for their children to reach this. Edlington Victoria will remotely support those families who are having difficulty with this via a bespoke, support package. If there are spaces in Key Worker and Vulnerable bubbles, Edlington Victoria will admit those encountering difficulty.

Home circumstances for remote learning are different (ie for home-working families) and school will provide bespoke responses to support parents to access. Recorded videos and Powerpoint tutorials/guides have been produced so that they can be accessed at times to suit families. OXFORD OWL, TTRockstars and MATHLETICS can be used by children independently which will alleviate some of the pressures placed on adults managing their child’s remote learning.

Additional support for pupils with particular needs

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 small group tuition and/or 1:1 conversations with the pupil/parents to support.
- Teachers will tailor learning to meet the needs of each pupil in particular to support targets set in SEND support plans or Education Health Care Plans.
- The SENDCO will regularly check the quality of provision through sampling resources and talking weekly to parents via phone calls.

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.

Class teachers will be informed as soon as we received notification from parents that their child has to self-isolate. They will endeavour to set learning activities to enable the learning sequence for the pupil to continue as soon as feasibly possible. This may be from the following working day.

Feedback via comments or individual voice feedback will be given.

Parents where pupils require additional support can contact the academy main office and the teacher or a senior leader will respond and offer support.

Safeguarding pupils

In order to ensure the safety of pupils at all times, staff will make weekly phone calls to discuss the pupil during a lockdown or bubble closure. As part of the call, teachers can rectify any IT issues, identify any additional academic support needed alongside any pastoral needs. Teachers and senior leaders will monitor engagement daily for pupils. Lack of learning engagement will trigger a concern. The SENDCO and Pastoral Manager will communicate weekly with the most vulnerable families.

The guidelines for any weekly live lessons/check ins for staff, parents and pupils are:

- No 1:1s, groups only
- Staff and pupils must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms.
- Any live classes check ins should be attended by at least two members of staff.
- Language must be professional and appropriate, including any family members in the background.
- Consent will be gained for any live-streaming or recording of pupils and adults in the images.