




# Coddington

— C of E —

Primary and Nursery  
School

## REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

<b>Review Date</b>	December 2022
<b>Next review due</b>	As needed
<b>Reviewed By</b>	SLT 5.12.22
<b>Approved by Chair of Governors</b>	

At Coddington C of E Primary and Nursery School we believe in developing the whole child. Through our teaching we aim to equip children with knowledge, skills, and attitude necessary to attain high levels of achievement and for children to be able to make ambitious choices about their lives.

Everything we do is underpinned by our values, inspired by our Christian faith: **Care, Community, Courage**

*Thessalonians 5:11. Encourage one another and build each other up.*

This information is intended to provide clarity and transparency to pupils and parents and carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect when 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?

Class DOJO <https://classdojo.com> will be used to communicate the work for the class via the class story.

The pupils also all have access to purple mash, TT Rockstars and Numbots.

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?

Our online resources follow the same planning as the classroom. Resources placed onto the DOJO class story, present the classroom planning in an accessible way for parents and carers. These are all available on the class story and updated weekly in the event of school closure.

### **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:

Primary school-aged pupils	There are <a href="#">minimum expectations</a> for remote provision.  We expect between the work on the Google drive and other online resources that the children will have access to 3-4 hours of work each day.
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Accessing remote education

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

You can find it at

<https://classdojo.com>

Children have already received their log in details for TT Rockstars and Purple mash

**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:

We have access to some devices which we can lend to support families. This will only be where there is no access to any device in the house at all.

**How will my child be taught remotely?**

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

recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

Planning and PowerPoint made available by the staff

printed paper packs produced by teachers (e.g. workbooks, worksheets)

textbooks and reading books pupils have at home

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

long-term project work and/or internet research activities (as per the [schools full opening guidance](#), schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

**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 would like parents to communicate with school via the ClassDojo app/site. Work can be uploaded into portfolios that the teachers can view and respond to.

For children in nursery and foundation, this will be via Tapestry.

Where these are not appropriate due to a family's personal circumstances, we will look to use email or similar instead.

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

Where we do not receive emails from parents about the work that has been completed at home, we will make contact to check the pupils are managing to access the learning. Where pupils are away from school for a longer period, staff will call periodically to check on their welfare and learning needs.

**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:

Comments on the child's work will be added to their google drive, tapestry account or via ClassDojo portfolio. This will be visible to the parent.

There may also be some online quizzes and assessments.

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 will keep in regular contact with pupils who have additional needs. Our school SENDCO Mrs Mercer will also be available via the telephone and email.

**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.

Communication will be made via DOJO.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

We aim to ensure the remote access for all children is as close to the classroom experience as possible, whether absent for the short term or for a longer term.