

Remote Education Provision

Information for Parents

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?

At Sycamore Academy our immediate remote education offer is to begin setting online learning through our established school platform: Class Dojo. This platform is well established and familiar to our parents and pupils. It is a platform that we use to communicate with our families when the children are attending school and we have very high levels of connectivity with our families.

The learning that we set for the children will reflect the curriculum that we have in school and will be structured in a similar way to when the children are learning in school. In addition to this we provide work packs and resources to enable pupils to switch to remote education. We provided work packs when required through the previous lockdown and it is something we intend to provide through this lockdown.

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?

The curriculum that we teach remotely is broadly the same as the curriculum that we teach in school wherever possible and appropriate.

The work that we set each day will be 'chunked' to replicate a similar structure to the school day. At Sycamore, we know that effective teaching frames the learning that is going to take place. Explaining how the learning will fit together provides the children with a useful overview and helps them to connect their learning. The work that we provide will be aligned to the classroom curriculum as much as possible. We aim to ensure that curricular goals will be made as explicit as they would be in the classroom.

Remote teaching and study time each day

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

In line with the Department for Education (DfE) requirements, Sycamore Academy will be setting work that totals the equivalent length to the core teaching that pupils would receive in primary school: 3 hours.

Accessing Remote Education

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

The aim of remote learning is to try to replicate the classroom remotely. In order to do this we are using Class Dojo as our main platform for setting learning. A wide variety of other established classroom resources are used as listed in our Remote Learning plan such as; Mathletics, Active Learn, Charanga, First News, Jolly Phonics and Teach Your Monster to Read.

Class Dojo allows us to set the pupils work, offer help and feedback, receive pupil work through their portfolios and track engagement and the activity of our classes. All passwords for online resources will be shared with parents.

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:

- If a child does not have digital or online access at home, we will support our families to have devices to access the learning we provide through our laptop loan system.
- In addition to this, we have also offered to support our families' through the Government's 'Increasing Data Allowances on Mobile Devices to Support Disadvantaged Children Scheme'.

How will my child be taught remotely?

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

- The learning that we provide will be carefully sequenced in order to allow the children the opportunity to both gain new knowledge and consolidate prior learning. We intend to continue to offer our families a range of tasks that are realistic and sustainable from home.
- The majority of our teaching content will be hosted by the Class Dojo platform. Our aim is to structure the Dojo lessons in a similar way to classroom lessons.
- Recorded teaching-video/audio recordings will be made by teachers to introduce and explain what the children are learning. Teachers will model how to do things in a similar way to how they would in the classroom
- Children will have the opportunity to apply their learning after the teacher input and can request support and guidance through online communications on Class Dojo
- Live teaching (online lessons) will be provided through Microsoft Teams to further support our Class Dojo provision and pupil feedback
- Children will have the opportunity to apply their learning after the teacher input and can request support and guidance through online communications on Class Dojo
- Sycamore support staff will also model learning to our children and will support with differentiation and learning guidance.
- Printed paper packs produced by teachers (e.g. workbooks, paper, pens, glue etc)
- We also use commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 our parents and carers to help their children to get into a routine
- Our class teachers will post daily and weekly timetables to support our families to structure their remote learning
- We would like our parents and carers to try and provide a quiet space within the home for the children to concentrate on their learning
- We would like our parents and carers to try and reduce distractions for the children such as turning the television off/turning the volume down so that they can concentrate on their learning
- We expect our pupils to log in to Class Dojo each day to see the work that has been set and watch the videos explaining the learning that the teachers have provided. We will support families who are finding this challenging and put measures in place to support them.
- We expect our pupils to post work that they have completed in their Class Dojo profiles so that they can receive feedback from their class teacher
- If parents or carers need any support with the use of Class Dojo we would like to be contacted and our staff will provide the support required
- If your child is provided a live lesson through Microsoft Teams we would like you help them to be ready to attend (separate Home/School agreement provided for this)

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

We will check whether our children are engaging with their work in the following ways:

- Daily class teacher monitoring of pupil work and engagement levels
- Class teachers will flag any concerns about engagement to their Phase Leader so that this can be followed up
- Phase leaders will monitor their phases weekly and identify any support that may be needed
- Every two weeks Phase Leaders make engagement calls to encourage all to participate
- SLT will carry out weekly Class Dojo reviews
- SLT and Phase Leaders will support with content and engagement
- We will support our parents and pupils to access and submit their work
- Our Safeguarding team works closely with identified families to ensure that our most vulnerable families are supported effectively
- We support our families and community to identify any common issues that might be preventing engagement.

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:

Feedback and assessment are still very important when working remotely although it can be more challenging to deliver.

We stay in regular contact with our pupils through their Class Dojo portfolio. This allows the children to post their work ready for feedback from their teacher.

Pupils can also request support, which is then provided either by the class teacher or the member of support staff allocated to the class. Established online school resources such as Mathletics provide feedback to the child on completion of tasks. They also provide a summary of the pupils learning for the teacher.

Pupils will receive feedback every day (Monday-Friday). We recognise that the most purposeful feedback happens during the remote lesson or shortly after.

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:

At Sycamore Academy, we have significantly above national average numbers of children with SEND. In recognition of the additional challenges children with SEND may have in accessing online learning, we have constructed a highly tailored hybrid-learning offering. Children with the highest level of need working outside of National Curriculum (specifically those who receive significant additional adult support and/or provision that is highly tailored to their needs) receive a broad and balanced hybrid offering which offers daily sessions in: English, maths, fine motor skill, gross motor skill, physical exercise, well-being & independence and art & creativity. These activities are carefully targeted at an appropriate pitch and are in line with the assessment focuses contained within our alternative assessment framework (Progression Steps). Engagement with our online platform is carefully monitored by our SENDCO, where low engagement is evident, they engage with parents to explore whether there are any barriers to engagement that we can support them to overcome.

In addition to this, these children have additional resources and activities in the form of work packs delivered to their house every week by the SENDCO. This is an additional support for families but also offers the opportunity for the child to connect the work provided with school and with their key adults - we have found this supports engagement.

The wider proportion of children with SEND who require additional support but who do progress through National Curriculum subjects, receive additional adult contact from key adults via messages through our online learning portal, Class Dojo. Further, where appropriate, teachers will provide additional supports e.g. additional scaffolding, videos and differentiation. Any concerns around engagement and/or safeguarding are reported to the SENDCO and DSL as appropriate.

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?

In the case of a self-isolating pupil we will provide the isolating pupil work through Class Dojo. This work will reflect the work that is offered to the children who remain in school. Feedback will be provided through the Class Dojo platform at the end of the school day.

If required we will produce work packs of the work that pupils in school have accessed and loan workbooks such as Maths No Problem to support with the pupils learning.