

Information about our remote education

We support the Government's requirement for 'high quality remote learning' during periods of local or National lockdown. As such we are committed to delivering a consistent system that mirrors the planning sequences and strong rapport found in every classroom at Milton Abbot School. This means regular access between home and school and endeavours to present personlaised teaching and learning experiences.

Remote Learning is one of the newest areas in education and presents a number of challenges, but at the heart of all we will do will be communication and care for the wellbeing of every child and their family, as well as a determined focus on continued academic progress. To achieve a high quality will require commitment to reviewing and improving our provision.

Milton Abbot School



Monitoring and accountability

Our Governing Board is committed to challenge and support the school's leadership team, and our remote learning practices are subject to review in line with all other areas of school.

Once remote learning has had some time to settle into good routines, an internal review will be held by the Headteacher and a lead Governor to review current practice and grade strengths whilst identifying areas for improvement.

School leaders will also be seeking appropriate feedback from parents and carers as to how the system is working for them and what could be done to improve our provision – this does not guarantee that all parental preferences or requests can be met, but due consideration will be given.

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 if 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?

We will endeavour to begin sequences of learning for the core subjects, namely English and Maths, but in the first few days the activities are likely to be stand alone in nature though always appropriate to engage and challenge your child's age group. If we receive enough notice from the Government of an imminent lockdown then we will also hope to send pupils home with exercise books and basic stationery to support home schooling. If we are not given notice, then the school will post out exercise books and a reward chart to help parents encourage their children.

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?

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

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, as guided by key Government documents:

Primary school-aged pupils	Key Stage 1 – 3 hours per day
	Key Stage 2 – 4 hours per day

Accessing remote education

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

We will be using the Class Dojo system that all parents are most familiar with and are highly positive about, combined with the video technology afforded by Zoom. We signed up for Google Classroom but majority of parents struggled or failed to operate and navigate this during our Autumn Term home learning pilot.

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 will provide digital equipment for home or we will seek to improve a parent's data plan in accordance with the Government's scheme:

- Simply contact the school and we will discuss the arrangements, including the delivery of any loaned equipment or relevant printed materials
- The equipment leant will have wi-fi access
- We will send each pupil an exercise book. If text books and other printed material is required we will deliver this to home or parents can collect from the school gates (post box) by arrangement
- If pupils cannot submit work to their teachers via online access then arrangements will be made to collect completed work on a regular basis.

How will my child be taught remotely?

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

Each day will begin with a Zoom registration, whereby the class teacher outlines the timetable for the day and the expectations for learning. This is also a great time for remote learners to see each other and to see peers who remain in school.

Class Dojo contains links for learning activity sheets and to either teacher videos or links to the other videos found on Oak Academy, as approved for use by the Government.

Parents upload completed learning tasks onto their child's Class Dojo portfolio ready for the teacher to mark, share feedback and approve.

Zoom Clinics take place each day from 11-12, whereby pupils and parents can click on an invite to access the class teacher for support or further clarification of a task. This may take the form of individual tutoring or live teaching as a group, depending on the need and the number.

We will select from the best available resources to ensure a range of work is set to engage pupils and refresh interest, including:

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

Each morning will generally focus upon the core subjects in the Primary Curriculum (maths, English and Science).

Each afternoon will seek to offer a broader range of subjects which will be familiar to every pupil, including those subjects that seek to inspire healthy minds and healthy bodies.

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?

To support every child and by extension their parents, we are expecting daily engagement. Some learning activities will allow a high level of independence but like all new learning, parental support and encouragement will be required.

We aim to support each family with consistent routines and daily access to teacher advice, encouragement and clarification. We will be teaching in sequences of learning that builds each day; it will be difficult for a pupil who misses some sessions.

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

- We expect daily uploads of any learning tasks completed onto the Class Dojo portfolio. We keep a register of engagement.
- If we consider there to be a lack of engagement we will become concerned and will make contact via Class Dojo or more likely via the telephone to discuss barriers and offer suggestions and support.

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:

- We will make written comments and set targets on the Class Dojo portfolio, which go direct to a parent's phone or digital device
- Each piece of work will require approval from the teacher. The teacher is expected to make meaningful written comments where a child's work shows great effort or indicates progress; conversely, a written comment may be required if a piece of work contains crucial misconceptions that must be rapidly unpicked.

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 recognise the need to tailor tasks for individuals with additional or specific needs, and will develop tasks and resources that support this.
- Communication is key and we will work closely with home to measure a number of things, such as the appropriate length expected for a task and the number of layers/instructions required to complete a task
- As in school, learning support assistants will work on an individual basis via remote technology to input and support our children with particular needs. For example, we are able to complete speech and language programs daily via Zoom.

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?

There will be a number of similarities with the approaches described above. The learning set will mirror that taught in class, and class teachers are well-used to setting up their Zoom tripod stations in class so that your child can be invited into class at the start of the day or for certain lessons. We have also used a robot in class to allow a pupil to interact in a live lesson.

Access during the school day will be less viable when the majority of children are in class but there is an expectation that teachers will respond to message via Class Dojo in a timely manner. Our teachers always seek to go above and beyond and will be keen to set up additional Zoom meetings or telephone calls to help with questions about the learning.