

**Vita et Pax Preparatory School**

**Remote Learning**

# 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 remote education if the whole bubble are sent to learn at home?**

Your child will need to log on to their ClassDojo account where they will find a daily overview for home learning under their Class Story. This overview details a full day of learning appropriate to their age and sequenced with their current curriculum.

This overview is a guide for parents but you can complete the work in any order.

Your child will need to log on for registration at 8.45am to see their teacher and ask any questions about the work set for the day. In addition, there will be a weekly celebration assembly over zoom. This is hosted by the class teacher and will allow the class to interact and maintain a sense of community.

In the morning, your child will complete a Maths lesson and an English lesson. In the afternoon, they will complete an additional 2 hours of lessons from the following subjects: RE, STEAM, Humanities, Spanish, Art, PSHE and Music. These lessons are a mixture of pre-recorded videos and live zoom sessions - some by their class teacher and some by other experts in that subject.

Once per week, pupils in the infants will have a 1-2-1 session with their class teacher over Zoom. This is a focused learning session to reflect on their learning for the week and read to their class teacher.

Some work will be completed on a computer or tablet and some will be written. In preparation for remote learning, the pupils will be given their exercise books and relevant resources to take home.

### 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. However, we have needed to make some adaptations in some subjects. For example, we will not be teaching PE and Art therapy remotely at this stage as it requires face-to-face interaction and team-based activities. However, we have allocated 30 minutes every day for the children to complete the Daily Mile challenge or participate in an online workout. In addition, the class teachers are frequently checking-in with their pupils over zoom to ensure the wellbeing of the children.

## 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:

|  |  |
| --- | --- |
| Infants | 4 hours a day on average with less for younger children |
| Juniors | 5 hours a day |

## Accessing remote education

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

Pupils have access to the following sites:

|  |  |  |
| --- | --- | --- |
| **Platform** | **Link** | **Subject** |
| ClassDojo | <https://student.classdojo.com/#/login> | Pupils can join their virtual class and receive updates about their day of remote learning. Relevant resources can be downloaded, and the pupils are able to complete assignments set by their teachers and upload work to their online portfolios. Teachers are then able to provide feedback in the form of comments. In addition, the messenger service allows parents to communicate with teachers to clarify any issues surrounding remote learning. |
| Zoom | <https://join.zoom.us/> | Pupils are provided with meeting details to join live lessons, registration, celebration assemblies, 1-to-1 reading and support sessions. |
| Times Tables Rockstars | <https://play.ttrockstars.com/auth/school/student> | Pupils can access their individual account to practise multiplication facts set by the class teacher. |
| Busy Things | <https://www.busythings.co.uk/play/> | Pupils in the infants have access to a plethora of interactive games which cover all subject areas. |
| Typing club | <https://vita-et-pax.typingclub.com> | Pupils have been given an individual account to improve their touch-typing skills. |
| MyMaths | <https://login.mymaths.co.uk/login> | To complement the Maths Inspire scheme, work is set by the class teacher for the pupils to complete. |
| Atom Learning | <https://app.atomlearning.co.uk/> | Pupils who are preparing for their 11+ exams have access to a plethora of past paper questions. |

### 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:

Those families who do not have digital or online access at home are able to request for their children to return to the school site. At school, they will have access to a laptop, high-speed internet, and support from teaching assistants.

We encourage parents to let us know if their circumstances change by emailing [info@vitaetpax.co.uk](mailto:info@vitaetpax.co.uk) or calling the school on 020 8449 8336.

### How will my child be taught remotely?

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

* live teaching (online lessons)
* recorded teaching (e.g. BBC Teach, video/audio recordings made by teachers)
* textbooks and reading books pupils have at home
* 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?

* Children should engage with their schoolwork from 09:00-15:30 and be ready for their school day at 08:45 every morning.
* Children are encouraged to contact their class teacher through ClassDojo if they are unable to access the work set. Similarly, pupils can join zoom support sessions to guide them through the task set.
* Children should respond to teacher feedback and make the requested corrections when work is returned as a draft.
* Children should upload their work daily.
* Work set for the Juniors can be completed independently, but we ask parents/carers to support the learning of Infants. Parents should not complete the work for their children to ensure that the teacher can accurately assess pupil understanding.

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

* Class teachers check the portfolios of their pupils daily to ensure that the work set has been uploaded.
* If there is a concern about the lack of engagement from a pupil, the class teacher will initially send a message to the parent/carer. Once the parent has been notified, the class teacher will work with the parent to establish what support can be put in place.
* Where engagement is an ongoing concern, a virtual meeting with the parent/carer will be arranged by the class teacher and the pupil may be invited into school.

### 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:

The main form of feedback are comments from the teacher. These can be viewed and responded to by the pupil in their portfolio. Where a pupil is requested to make corrections to their work, the teacher will return it as a draft. At the end of a unit, teachers will set an independent task as an assessment. This will enable teachers to assess understanding, set tailored targets and adapt their planning of subsequent lessons.

Bespoke feedback is also offered through 1-to-1 zoom sessions where teachers frequently set and review targets with the pupil.

Where pupils are asked to complete a task on partner websites, the work will be automatically marked, and the results shared with the pupil/teacher.

Whole-class feedback is offered during daily registration and weekly celebration assemblies.

## 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:

Pupils have been assessed by the SENCO to see if it is appropriate for them to be working remotely. If so, work is differentiated so that they can access it at home. The use of technology is encouraged to assist the child’s learning e.g. dictation and read-aloud tool. Some children will be invited into school so that they can be supported by teaching assistants.

The school recognises that when working remotely, younger children with SEND may need more support from their parents. Parents are frequently contacted by the SENCO and class teacher to support them and can contact the school at any time.

External services such as an educational psychologist, will continue to visit the school site and assess pupils where possible.

## 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?

Pupils and their parents will be sent an adapted timetable. Whilst the class teacher will attempt to synchronise the learning experience of those at home and in the classroom, there will be no live registration nor live lessons for those isolating at home. Alternatively, pre-recorded videos will be made available and/or zoom support sessions. The pupil will receive a weekly 1-to-1 zoom session from the class teacher to ensure they are able to access the curriculum.