



Camelot School

Remote Learning Policy

2021 onwards

Remote Education Provision: Information for Parents/Carers

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 policy.

The remote curriculum: what is taught to pupils at home

“Will my child be taught broadly the same curriculum as they would if they were in school?”

Yes, as far as is possible, we teach the same curriculum remotely as we do in school.

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:

EYFS (Nursery & Reception)	Less than 3 hours
Key Stage One (Years 1-2)	A minimum of 3 hours
Key Stage Two (Years 3-6)	A minimum of 4 hours

Accessing remote education

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

At Camelot, we use **Google Classroom** to provide our remote education. Your child will have a username and password to access the site. Please do contact your child’s class teacher if your child has forgotten their log-in details.

“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:

- Please contact the Headteacher (James Robinson) by phone or email if your child does not have access to a laptop or tablet or internet connection.
- We will be lending out school laptops and dongles providing internet starting from Year 6 and working down the year groups based on need. We have ordered additional laptops from DfE to meet demand.
- Camelot school is committed to ensuring that all families have online access. If pupils do not have online access, families can liaise with the school office and inclusion team for support in teaching materials whilst online access is secured.

“How will my child be taught remotely?”

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

- recorded teaching (e.g. video/audio recordings made by teachers)
- live teaching (online lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) are provided in individualised cases for children and arranged via the school’s inclusion team
- 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?”

- We expect children to register on Google Classroom each morning between 8:45- 9.00 a.m.
- We then expect them to contribute fully to each lesson, by completing independent work and asking questions, according to their year group timetable (school day is from 8:45 a.m – 3:15 p.m)
- As parent or carer for your child, please ensure they are up, dressed and have had breakfast by 8:45 a.m so they are ready to log onto Google Classroom and register.
- Please support your child to complete their lessons and to take a mid-morning break and lunch break (according to their timetable), ensuring they have some time off-screen and outside (Covid restrictions permitting) during these breaks and after school.

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

- Each day your child’s class teacher will complete a tracking sheet to say how engaged your child has been in the lessons that day.
- If there are any concerns (e.g. the child has not logged into Google Classroom that day or has submitted very little work), someone from the Inclusion team will contact you the following day.
- The Inclusion team will work with you to ensure there are no barriers to your child learning online and offer any other support that might be needed.

“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. Our approach to feeding back on pupil work is as follows:

- Self-marking quizzes where children can receive immediate feedback on what they need to work on next
- Teachers will post the answers to questions the children have completed in order for children to self-assess their own work
- Whole class feedback where the teacher will look at all children’s work and give feedback to the group the following lesson on what went well and even better if
- Live marking where the teacher completes written comments as the pupils are working
- Pupils will receive feedback in one of the above forms daily and we expect pupils to action the feedback they receive

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:

- Teachers differentiate work to support children with SEND in the online classroom as they would in the physical classroom.
- The SENCO is in communication with all families whose children have EHCPs or need additional support to access a remote curriculum.
- Teachers post targeted videos and learning activities to ensure all children of all ages and abilities are able to access remote education.

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?”

- We will continue to follow the same curriculum that is being taught in school, including setting independent work in a number of different subjects each day.
- Feedback will be provided every couple of days in order to ensure your child is making good progress.
- Live teaching or teacher-made pre-recorded videos will not be available due to the fact that the teacher will be teaching the majority of the peer group in school.