

# **Sand Hutton and Warthill Federated Schools Remote Learning Offer**

In addition to the policy, this outlines the practice and expectations of the offer in place across the Federation.

## **Remote Learning Platform**

We use TEAMS to set work and we are able to provide feedback. Reception classes also use Tapestry which underpins their assessment of Early Learning Goals in the classroom setting. All pupils have logins and the federation has provided a number of 'how to' guides to support parents in accessing all aspects of the platform.

## **Live Communication**

All classes are offered at least one daily live period of engagement. This is timetabled towards the beginning of each day. Children are taught to use, hands up, mute, chat etc During this period, class members, in and out of school, are able to see one another and interact; sometimes through a game or other Circletime type activity. The class teacher is also able to set the tone for the start of the day and give additional explanations to tasks which have been scheduled. This is also an opportunity to follow up on any concerns which pupils or staff may have. At present this frequently heralds a 100% engagement from pupils. As such, this daily visual contact supports the federation's ongoing safeguarding responsibility.

## **Overview**

Clear expectations are set with regards to daily tasks such as spellings, reading etc. This is in the form of a suggested timetable although there is an awareness that parents may be supporting their child's home learning outside of this timeframe. Approximately one hour and twenty mins of remote learning is accounted for in registration times and daily tasks. Further to this there is a daily English, Maths and Foundation subject assignment as a minimum. These follow different formats but they frequently use video links, tailored to class groups. Activities linked to these assignments can be submitted through TEAMS directly although some families have paper copies provided, which are delivered in chunks by a member of staff. Parents understand that the work is sequenced and should be accessed in order and also that feedback may support the lessons which follow. Should work be submitted within working hours, the staff member will endeavour to provide feedback and if not immediately, as soon as they are able. Parents understand that the size of the federation means that IT support is outsourced and therefore some issues which arise cannot be addressed immediately although staff work hard to troubleshoot where possible. The remote offer is in line with the provision for vulnerable pupils and the children of keyworkers on site.

## **Well-being**

In addition to the daily live register, parents are able to communicate with staff to share concerns and will continue to be supported, emphasising that the federation recognises that conflict over remote learning creates anxiety which does not benefit future relationships between home and school around education. Bespoke support arrangements are possible for individual families. In addition, regular canvassing of opinion, engagement and well-being, using FORMS, allows the federation to measure how pupils and parents are managing the expectations and where we may need to target additional support.