



At Zaytouna Primary, we are committed to securing the best learning outcomes for our pupils through a **blended learning approach**. This means that the same broad school curriculum will be delivered whilst pupils are in school or if local restrictions require pupils to isolate or remain at home.

This information is intended to provide clarity and transparency for Zaytouna pupils and parents/carers about what to expect during **remote education**.



What is remote education?

Learning that takes place at home or away from school. Pupils will be supported by school by engaging in age and stage appropriate learning tasks, often with the use of technology to support connection, feedback and active participation.

What should my child expect of remote education in the first day or two of pupils being sent home?

On the first day of isolation, a member of school staff will make telephone contact to explain how your child will be supported during their period of self-isolation or local restrictions. The school will check whether an adult is able to support at home and if your child has access to stationery and learning resources required. This may include access to technology. Schools will work with families as much as possible to ensure they have all of the equipment they need.

High quality learning resources are available for immediate use on the Transform Trust Community webpage. You can access these by visiting www.transform-trust.co.uk

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



- **Early Years:** Up to 2 hours per day
- **Key Stage One** (Years 1 and 2): Up to 3 hours per day
- **Key Stage Two** (Years 3, 4, 5 and 6): Up to 4 hours per day

School staff will maintain regular contact with you and your child whilst learning from home. Children with special educational needs or a disability will be contacted individually.

Who can I contact if my child is struggling at home?

As well as contacting class teachers via Class Dojo during school hours, you can contact the Inclusion Team on 01332 383379 or email safeguarding@zaytounaprimery.co.uk if your child is struggling at home.

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

Your child will access learning via www.zoom.us and Showbie.

Live lessons will take place on Zoom, with the links being posted on Class Dojo by the class teacher.

Recordings of the lessons will then be placed into your child's Class Folder on Showbie, along with the associated learning activities which your child is expected to complete.

How will my child be taught when they are working at home?

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

- live teaching (online lessons)
- live small group reading
- live interventions and booster sessions
- recorded teaching for some subjects including Arabic and Islamic Studies
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- use of apps that children use in school:
 - Times Tables Rock Stars
 - Numbots
 - Epic reading
 - Read Theory

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?

Your child is expected to do the following:

- Follow the timetable distributed by the class teacher, and;
- Access as many live lessons as possible, or;
- Access the recorded lesson in Showbie.

Following this, your child is expected to:

- Complete the learning activities associated with the lesson in a timely manner, on the same day.

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

Class teachers will:

- Monitor their class's attendance at the live lessons on a daily basis.
- Monitor the submission of learning via Showbie on a daily basis.
- Send a message via Class Dojo if your child is not engaging.
- Make a phone call home if there is no improvement.
- Report any concerns to their Phase Leader.

Phase Leaders will:

- Monitor their Phase's attendance at live lessons on a bi-weekly basis.
- Make a phone call home to those children's parents who are not engaging in home learning.
- Escalate concerns to the Senior Leadership Team

Senior Leaders will:

- Receive weekly reports from Phase Leaders on engagement in home learning.
- Make phone calls home when all of the above has not been successful.
- Conduct home visits if phone calls are unsuccessful.

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. We recognise the importance and impact of praise and feedback so your child's work will be celebrated throughout this period.

Class Teachers will feedback via:

- Written feedback on learning via Showbie
- Voice note feedback via Showbie.
- Scores and marks via Socrative quizzes.
- Live feedback in small group sessions or 1:1 sessions.

How will you work with me to help my child who needs additional learning needs to access remote education?

As a school within Transform Trust, our motto is **Together We Achieve** and 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 will provide differentiated work and pre-organised learning packs to continue to support Provision Map/IEP/EHCP and curriculum targets
- Ensure that there is a continuation in a child's provision where possible for example, virtual small group interventions. This will support the connection and relationship between school staff and your child.
- Provide further support to both parents and children with SEND, where needed, to enable children to access the learning through online communication platforms or telephone communication
- Continue to liaise with all agencies supporting individual children and attend any prearranged meetings during this time i.e. TAC meetings or annual reviews
- Continue to meet their statutory obligation with regards to the Code of Practice and legal time frames, with particular reference to EHCP applications and annual reviews.
- Seek feedback from parents with regards to confidence of delivery of personalised learning activities and provide support where necessary

Underpinning our approach are our core principles:

			
Connectedness	Clarity	Consistency	Opportunity
			
Which will lead us to excellence in Virtual Blended Teaching and Learning.			