



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 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 immediate remote education in the first day or two of pupils being sent home?

All pupils have been provided with a learning pack which we have asked parents to keep safely until it is needed. This includes reading, writing and maths activities and any resources necessary for their completion.

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. However, we have needed to make some adaptations in some subjects. For example, we recognise that families will not have access to the same resources we have in school, so adaptations have been made to practical areas of the curriculum e.g. music, DT, Art.

Where this has been necessary we have considered the desired learning outcome and provided suitable learning at home alternatives.

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:

We will set an average of, up to, 3 hours learning a day for KS1 pupils and 4 hours for

KS2 across a range of subjects.

This will include daily reading (or phonics), writing and maths with at least one other subject depending on the current programme of study.

There is no expectation that children focus for a solid 3 or 4 hour period and learning will be structured to allow a teaching input (live, recorded or video link) and an opportunity for the pupils to complete a task in response.

Accessing remote education

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

Tasks will be set and feedback to children provided through our digital platform Class Dojo and Google Classroom.

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:

It may be possible for the school to lend laptops to pupils and to enable an internet connection/ support additional mobile data.

Please let the school know if you require assistance with this.

Where children do not currently have access to digital learning at home, arrangements have been made to support learning through the provision of workbooks/worksheets. The child will be contacted by phone as often as required by school staff to discuss learning and support/ challenge.

There are weekly opportunities to 'hand in' work, collect feedback on previous learning and set future learning.

How will my child be taught remotely?

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

We will use a range of approaches to teach pupils remotely. Teachers will consider the most effective way to deliver new content and to support progress. These may include:

- live teaching (online lessons)
- 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
- For younger pupils, particularly those in EYFS/ Yr1 lessons and learning will look different. We know that young children learn best through play and experiential learning with an opportunity to talk about what they are doing. The good practice that exists within school will be developed to meet the needs of young children at home with less focus on live/ recorded teaching and a greater emphasis on talk and exploration.

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?

You can support your child by:

- Accessing Class Dojo and Google Classroom daily.
- Supporting your child/ren with completing their learning following guidance from class teachers.
- Assisting your child/ren in uploading photographs of any completed learning for teachers/staff to comment upon and celebrate.
- Ensuring that in any photographs or videos, children and their families are suitably dressed.
- Messaging class teachers directly if they have any queries or need any additional support.
- Informing the school if there is a change in phone numbers or any contact details.
- Answering calls from the school number or 'No Caller ID/withheld'.
- We respectfully request that parents (or children) do not share teaching resources beyond the school community. This includes not uploading teaching videos (full or in part) to social media sites.

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

We would like children to upload (return to school if using a non-digital pack) at least 1 piece of work per day.

This will enable teachers to monitor the progress that your child is making and ensure that future learning opportunities are structured to meet their learning needs.

If your child is not logging onto the school's digital platform frequently and or falling below the expectations of work to be returned to school you will be contacted by phone to discuss steps that we can take together to ensure that your child is engaged and learning.

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:

- All work will be acknowledged by a member of staff.
- Where appropriate work will receive a written comment.
- Any identified misconceptions will be addressed through either a written comment, a targeted demonstration video, phone call or 1:1 google meet, as appropriate.
- Where appropriate, additional support material will be provided to support both pupil and parent/carer.
- Where appropriate, extension tasks/ extra challenge activities will be provided.

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:

All children with an EHCP have been invited to attend school on site, including those who we have made applications for, and will continue to receive in-class support as set out in their plan. For those with EHCPs who are at home, steps have been taken to ensure that we, where possible, provide the provision set out in their plan.

The SENDCo will be in regular contact with families of children with EHCPs and will be available to be contacted, via the office, for other children on the SEND register.

For those children with SEND accessing from home, class teams will ensure that they continue to set work appropriate for the child to meet their individual needs – this will be provided in their weekly work packs and on Class Dojo where necessary.

Considerations, on an individual basis, will be made about each child's ability to access the recommended time allocation and this will be reduced in consultations with the SENDCo, class teams and parents.

Where possible, specific interventions may still be carried out remotely.

1:1 staff will keep in contact with children to maintain relationships.

Additional resources such as sensory objects, wobble cushions, visual timetables, word lists, coloured overlays and individual writing equipment, pencil grips, have been supplied to those at home.

Contact with outside agencies will continue remotely and the SENDCo will continue to coordinate this.

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 is an overview of learning provided each week by the class teacher, with links to any support that may be helpful. Class Dojo and Google Classroom are used for daily contact and support.