



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 Google Classroom, apart from our EYFS Class which will use Tapestry.

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 Chromebooks or 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 worksheets. We will have contact with every child at least once a week as a minimum. If this cannot be made through a live online meeting it will be made by telephone. Children not using the digital platform will be contacted more frequently by telephone 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) via Google Meet, this might be as a class, in smaller groups and where appropriate 1 to 1
- pre-recorded teaching sessions created by our staff
- recorded sessions by educational organisations e.g. Oak National Academy
- 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 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 Google Classroom/Tapestry 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 suitable dressed.
- Messaging class teachers directly if they have any queries or need any additional support.(via Google Classroom/Tapestry or the class email)
- Informing the school if there is a change in phone numbers or any contact details.
- Answering calls from the school number of '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?

Children are expected to load at least five pieces of work a week. We would like children to upload (return to school if using a non-digital pack) the following:

In Y4-6 5 pieces of maths and 5 pieces of English a week plus a piece of topic work and a piece of Science. Ideally the work will be uploaded daily but we understand that for some families it might be easier to upload a couple of times a week. All work must be submitted by noon every Friday.

In Y1-3 3 pieces of English, 3 pieces of maths, plus one piece of topic.

In EYFS 5 pieces of learning a week.

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:

- Children will receive written comments linked to uploaded work
- They may receive feedback via Google Meet live sessions, particularly in the smaller group sessions and in the older class there will sessions dedicated to offering individualised help, support and feedback which the children can join as needed
- The Google Meet and pre-recorded sessions will be created and adapted in response to the children's work uploaded, for example they will address common misconceptions or areas that children found tricky.
- Feedback may also be given via phonecalls as appropriate
- The live stream and private messaging feature can be used on Google Classroom to give feedback and answer queries as appropriate

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:

Each child on our Record of Need has their own unique needs therefore, we have consider each children and decided what would be most suitable for them and what the best for them would be during remote learning.

- Some children will receive regular 1 to 1 live sessions, others might receive daily phone calls
- Some children have personalised learning suited to their current needs and attainment
- Some have additional resources or adapted work given to them
- Some of or children are working within school and receiving the support they usually would.
- The SENDCO will make contact with all the families with children on the Record of Need to discuss any additional support needed

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?

If the child is well but self-isolating arrangements will be made with the family. Children have paper packs at home that can be used for up to 3 days if need be and work will then be set via Google Classroom/Tapestry. If more appropriate, work will be emailed or delivered to the family. This work will mirror the learning happening in class. Contact will usually be made by telephone but Google Meet might be used if more appropriate.