

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 where 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?

Teachers will endeavour to place as much of the learning that was planned for these days into Microsoft Teams. This may be limited in the first instance depending upon whether it is possible for the children to access and understand without teacher input. It is our intention that 'live' input will begin on day 2 of any bubble closure.

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.
- 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 may not be able to teach and practice all design & technology objectives. Some computing objectives may require software/hardware that isn't available to all isolating students.

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:

Key Stage 1	3 hours a day.
Key Stage 2	4 hours a day.

Accessing remote education

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

We use Microsoft Teams as our main platform for delivering remote learning. All pupils are provided with login details. If you do not have these, please let the teacher or the school office know.

There is a home learning 'button' at the bottom of the website's homepage which takes pupils directly to most of the online sites that they will need.

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:

- We have a small amount of tablets/laptops provided to us by the DfE. If a child does not have access to these, then their parent/carers must let the school know. This can be done by contacting the teacher or the school office.
- If parents have access getting an internet connection, they should let the school know. The school will request a router or dongle from the DfE.
- The school will provide printed materials if absolutely necessary.
- Pupils can submit their work via Microsoft Teams. If uploading some work proves difficult, a photograph of the work can be uploaded.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, White Rose Maths)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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 all of our pupils to engage fully with online learning. However, we also know that sustaining engagement can be very difficult, especially for the youngest pupils can be difficult. If pupils are becoming stressed, learning will be affected. In this circumstance, parents should contact the teacher and discuss what to do.

Parents and carers should set good routines which will help their children. This should involve opportunities to relax and play during the day, as well as completing the learning activities that are set.

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

Teachers will expect to see children joining online meetings every day. Teachers will expect work to be returned by a deadline. Where concerns are raised, the teacher, head teacher and pastoral team will engage with parents and carers to discuss these concerns and agree a way forward.

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:

- Whole class feedback will be provided in whole class live sessions to address misconceptions and common errors from previous learning tasks.
- Guided group and support sessions are used daily to provide support to pupils who have had difficulty in the days learning tasks. Pupils can attend if they require support or have been ask to attend by the class teacher.
- Teachers will feedback to pupils individually (via Microsoft teams) where the feedback can be acted on without additional support, such as pupils correcting errors or apply knowledge they already understand.
- Class email addresses have also being created to provide a channel of communication between pupils / parents and teachers between the hours of 9.00am and 4.30pm. Parents or pupils can email teachers if they require support with the learning tasks.

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:

In this section, please set out briefly:

- Class teachers will provide live sessions daily and tasks set will be differentiated in order to support the needs of different children.
- There are daily opportunities to make contact with the teacher to clarify any issues and to get any extra support.
- For children with an EHCP including 1:1 support, the TA will endeavor to make daily contact to support the child either in the class sessions or 1:1.
- The SENDCo will have weekly telephone contact with parents of children with EHCPs and will offer advice and support to children with My Plans at a parent's request.
- If a child has issues with technology, we may be able to loan the child a laptop in order to access the work.
- If a child struggles with online worksheets then we can sometimes deliver paper copies to the house.
- For the younger children in Reception/Year 1 work is tailored to meet their needs. The teachers will also provide story time daily online if children wish to attend.

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?

Teachers will upload learning onto Teams. This may include directing pupils to resources such as the Oak Academy and White Rose Maths. Parents and pupils will be able to email the teacher if there are any problems, and it may be possible to arrange an online meeting to provide a catch-up and some feedback. However, email communication should be the priority method of communication. Teachers will, where possible, provide learning in the curriculum that was planned for that period of time – however with the caveat that some of it, such as DT and computing, may be harder to provide for.