

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?

On the school website we have a page under each class heading called "Learning at Home". On this page teachers have put a range of activities that pupils should complete in their first three days of remote learning. These activities are updated each half term so that they are in line with current topics being taught.

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, a teacher might swap a topic in maths such as fractions which is difficult for pupils to learn remotely for a topic like length and mass which is more easily taught using remote methods. It is the intention that as soon as children return to face to face teaching these topics are addressed.

Learning at home is the same as the learning that vulnerable children and Key worker children in Essential Childcare are doing.

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	Approximately 3 hours
Key Stage 2	Approximately 4 hours

Accessing remote education

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

In Reception online remote education is accessed through Tapestry. Teachers post work on there and parent can post the children's learning on Tapestry for teachers to see. The daily class meet will be on zoom.

In Years 1 to 6 online remote education is on google classroom. Teachers post work on there and pupils can post their completed learning on here also. Daily class meets take place on google meet.

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:

- If parents do not have appropriate devices to access the online learning school will lend out a Chromebook to use. In order to request this please contact the office. There will need to be a loan agreement in place for this to happen.
- If internet access is a problem please inform the office and we will try to address this.
- For some children and families printed work can be helpful. Wherever possible this should not replace the access to google classroom as that has so many advantages. However, the school is happy to provide printed work if a child has additional and different needs to the rest of their class.
- In these circumstances printed work can be requested by contacting the office and teachers will put together a pack which can be posted out. If this is the main form of work being completed the school will also provide a stamped addressed envelope so that work that has been completed can be posted back on a regular basis.

How will my child be taught remotely?

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

Lessons described on google classroom/ Tapestry with attached teaching materials such as PowerPoints, worksheets, worked examples.

Recorded teaching via video. These are often from Oak Academy – a high quality national resource devised for this purpose. For the teaching of phonics videos produced by the DFE are also used. Some teachers will also provide their own recordings for lessons such as PSHCE etc.

Printed packs if needed

Educational websites such as TTRockstars, BBC Bitesize

Inspirational and instructional videos e.g. Joe Wicks, Wake up shake up

Teacher designed worksheets and tasks – assignments set to be completed using Google docs/ google slides etc.

Daily live virtual face to face meetings for the whole class – either through zoom for YR or google meet.

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?

It is important that pupils see this time as school at home, not there is no school today – keep reinforcing this message.

- Children's mental health and wellbeing is much better if they are productive with their time. Routine and high expectations are key to this.
- Set aside a space that is for working and that you expect your child to start their work at a particular time each morning.
- Sessions of work should be timed with breaks built in, start with a maximum of about half an hour at a time for KS2, less for younger children. Perhaps write a timetable for each day with your child.

We check the stream on google classroom frequently. If there is anything your child needs help with please let us know using this facility or through email and we will try to help.

If your child is not engaging for some reason, have a break and then try something different. Although the learning on the google classroom is the best it is by no means the only useful learning that can be done. Use the list of resources on the website, watch a BBC lesson, hear your child read, do a mindfulness activity, practise spellings or handwriting. All of these will help your child develop their skills.

Please make school aware of any problems you are having.

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

- Teachers check each piece of work on a daily basis and give individual feedback through google classroom or Tapestry.
- Staff also monitor the use of google classroom and the attendance at google meets/zoom meets.
- If children need help we will give advice as part of the feedback or via google classroom.
- Alongside this, staff phone families on a weekly basis. If we have concerns about your child's engagement or their work we will discuss this in these phone calls.

How will you assess my child's work and progress?

- Pupils will routinely receive comments on all the work they share with their teacher. If next steps feedback is needed or advice as to how to be more successful this will be part of the comment.
- Some pieces of work will be marked more closely than others but all will be reviewed by staff.
- Progress will be monitored through work that increases in demand and through test type questions, quizzes and extended learning.
- **Work that is set is designed to be at the correct level for your child. If they are not able to complete it successfully please let the school know as this informs our assessment.**

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:

Differentiated work is set to meet the needs of different pupils

Video explanations are provided to help those who struggle with the written word

Some personalised provision such as 1:1 zoom calls with staff takes place

Alternative printed work given out where concentration issues arise.

Younger children are given models of completed work to help them.

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 your child is self-isolating remote education follows a similar path. They will access the website learning for the first three days then bespoke work will be sent to them daily via google classroom or Tapestry. This is provided by the class teacher or the deputy head and follows the same curriculum as that being taught in school. There will, however, be no daily class meet.