



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?

Students will all have work posted by teachers in the morning on Google Calssrooms.

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 to our approach to support children and families and keep children motivated and engaged. This includes the following:

- English and Mathematics are taught discretely in line with what would be taught in school.
- Other subjects are taught as weekly blocks 2 hours per day – topic (2 weeks, which has cross-curricular links with geography, history, art, D&T and science (if appropriate); RE (1 week); Science (2 weeks)
- Other subjects (PE, French, music) are timetabled for short $\frac{1}{2}$ - $\frac{3}{4}$ hour sessions. As part of this, children are expected to access 3rd party websites as signposted by the school.

Remote teaching and study time each day

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

EYFS	Range of activities set using the Seesaw platform. Mixture of practical, spoken and written work, evidenced by children sending videos and photos of their work. Children will work in shorter bursts and should be given time between activities to play and relax. A timetable for the day is provided for the school day and should take between 4 -5 hours if all activities are completed (depending on the child).
Key Stage 1	4 - 5 hours work – including a morning and an afternoon live streamed session with a teacher Year 2 – Work provided through Google Classrooms which will include a mixture of live streamed sessions with a teacher, or video lessons and activities which are posted in the classroom. Year 1 – Range of activities set using Seesaw. Mixture of practical, spoken and written work, evidenced by children sending videos and photos of their work. A timetable for the day is provided for the school day and should take between 4 -5 hours if all activities are completed (depending on the child). Dedicated reading time
Key Stage 2	5 hours work – Work provided through Google Classrooms which will include a mixture of live streamed sessions with a teacher, or video lessons and activities which are posted in the classroom. Children can expect 2 live-streamed lessons per day, or one live streamed and one video lesson. Dedicated reading time Mymaths SPAG

Accessing remote education

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

Years 2 – 6 – children will access online remote education via Google Classrooms. From there, meetings and live lessons take place, work is set for children and teachers communicate with children and provide feedback on their work.

Early Years and Year 1 – children will access online remote education via Seesaw where work is set for children and teachers communicate and provide feedback on their work. Children upload their work and share videos with teachers showing what they have done. Meetings and live lessons take place through Zoom.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Laptops or tablets will be loaned to pupils who do not have access to these, with a priority given to disadvantaged children (depending on resources). Depending on the year group, some children will be offered the loan of a device to share.
- Parents who do not have adequate data available have been invited to submit details in order to have support with internet via dongle or additional data.
- Pupils where connectivity and access to technology continues to provide problems, where parents do not wish their children to be online, or if are not learning effectively through remote learning for other reasons will be provided with work packs if this is deemed more suitable. These are collected from the school gate on Monday (the office will arrange a time) and work will be returned at the end of the week. Feedback will be provided to these children. Teachers or support staff will maintain close contact with these children, calling them to check they understand what to do and that they are doing their work.
- Pupils who are unable to work at home due to other issues (including lack of space or technology) may be offered (**at the discretion of the Headteacher**) the option of attending school to access their learning.
- All decisions will be in line with the current guidance and will be adapted and updated accordingly

How will my child be taught remotely?

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

The following remote teaching approaches are being used by teachers:

- 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) in special cases
- Textbooks and reading books, both paper and online forms
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such-as Mymaths, Oxford Owl, Bug Club, Accelerated Reader
- Curriculum areas will be taught as blocks to enable pupils to more easily focus on a topic over a period of time and will be taught in the afternoons (English and mathematics will be taught in the mornings)

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?

- Pupils are expected to log in for live teaching sessions and, where possible, follow the timetable set by teachers.
- Parents are expected to support pupils by setting routines to support your child's education
- Parents are expected to encourage their children to do their best, and to support the teacher when concerns are raised.
- Parents may exercise flexibility in their approach to fit the child's education in with their own work, or the needs of others in the family
- Parents are expected to be mindful of children's well-being by being calm and proportionate with their children to create a home environment conducive to working.
- Parents are encouraged to be supportive and interested in their child's learning but without doing work for the child; think about asking questions to support rather than telling them the answers you think they should put.

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

- Teachers will check pupils' engagement with remote education every day, and will contact parents promptly if they are concerned.
- If sub-standard work is submitted, children will be asked to improve or re-do the work.
- Where engagement is a concern, parents and carers will be contacted promptly via email or phone calls. If children continue to fail to engage, the issue will be referred to the Headteacher/ Deputy Headteacher, who will speak to parents.
- Home visits may be conducted if parents are unable to be contacted and children are not engaging online with teachers, or if there are safeguarding concerns.

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

- Teachers provide assessment in many ways. Sometimes this is written, sometimes given verbally individually and much assessment is made by teachers interacting and observing the child's work in class.
- Pupils will receive feedback on their work daily, whether by the teacher making a comment or ticking answers.
- Children may be asked to self-mark work which is procedural (particularly in mathematics) but this will be reviewed by teachers
- Teachers provide in-depth marking for one longer piece of written work per week. Other English work will be marked, but in less detail, and if it is procedural, just with a tick to show the teacher has read it.

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?

- Children with an EHCP plan are encouraged to attend school so that their learning needs are met.
- Teaching assistants work with pupils with SEND to support their learning and to meet the targets on their individual support plans, including speech and language.
- Teachers make calls to support parents of children who are struggling in any way with remote learning. They take time to speak to both adult and child.
- If difficulties arise from parents' lack of technological know-how, the teacher calls parents and explains how to overcome the issues. Parents can also be invited in to school where a member of staff or a technician provides support.
- Not all work requires the child to be on the computer and much of the work given to younger children is done off the computer, and a picture or video uploaded and sent to the teacher.
- Families in EYFS and Year 1 are provided with practical resources or equipment to support their learning. This may include mathematics resources, phonics cards and reading books.
- Teachers record videos with stories and with lessons so that children and parents can hear the explanation and be clear about what the child is expected to do.
- Work provided is differentiated for pupils who require additional support, and teachers make time to work with small groups of pupils within the Google Classroom environment.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Individual pupils who are self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. Work set will mirror the work being done in the classroom.

Timetables for a child at home broadly mirrors that of the children in school.

Teachers do not live-stream in these instances, but close contact is maintained between the student and the teacher.

Elements of the day may be delivered via google classrooms. In this case, the child self-isolating has the opportunity to see their friends and participate in whole class sessions.

Work is expected to be submitted by the child at home so that the teacher can review their work and provide feedback.

Parents are expected to support the learning of their child at home by getting them up each day in time to start learning, and by creating a healthy routine, overseeing them as they work to ensure they are doing their best and working for 4 – 5 hours during the day.