



### **Remote education provision: information for parents – Summary**

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 day one we will set a reading, writing and maths task. This may not be linked to the curriculum due to the time in which we will have to send the tasks out. On day two, parents/carers will receive an overview of topics and learning objectives for the remainder of the week and a planning sheet explaining the tasks for each day.

#### **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?**

Please note, that if the class or subject teacher is unwell, work will be provided by another member of staff. While we will endeavor to provide high quality remote education, the frequency and content will differ from the information below.

- 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, our science curriculum has been adapted as the children frequently engage in practical experiments at school and we realise that parents and carers won't have access to the resources that we use in school. This is the same for other practical subject such as art and D and T.

#### **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 per day
Key Stage 2	4 hours per day

## Accessing remote education

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

Children will access online education primarily through Google Classroom. Children in EYFS will use this alongside Tapestry. The school has other platforms and apps for the children to use such as Purple Mash, Doodle, Oak Academy and White Rose.

### 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:

- Families who do not have access to devices are offered a school laptop.
- Families have been informed about the DfE support programme. The DfE is working in partnership with mobile network operators to help schools support disadvantaged pupils in years 3 to 11 who rely on a mobile internet connection when their face-to-face education is disrupted by coronavirus (COVID-19). If you are eligible for this support, please contact the school office. Disadvantaged families may be able to benefit from free increases to their mobile data if they're a customer of either:
  - EE
  - O2
  - Sky Mobile
  - SMARTY
  - Tesco Mobile
  - Three
  - Virgin Mobile
  - Vodafone
- If parents do not have online access, they can request printed materials.
- If pupils can't submit work to their teachers if they do not have online access they can record work on printed worksheets. These can be collected for a week and returned the following week.

## How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Recorded teaching – these will come from teachers and resources such as Oak National Academy, White Rose and PowerPoints with voice overs
- Live well-being sessions once a week
- Weekly assemblies delivered by the Senior Leadership Team (Recorded)
- For an extended lockdown period – i.e. not an isolation period, reading books which can be collected and returned at specific times, weekly for EYFS and KS1. A class novel to be collected at an extended lockdown period.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- On Friday afternoons, the school will provide screen free activities for your child to engage with

## 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 children to engage with the work that is set by teachers and to follow the timetable of daily tasks
- Children are expected to “turn in” the work that has been set for them at the end of each day
- Class timetables are on the school website so that parents/carers can structure their day around what would normally happen in school
- Parents are welcome to contact class teachers to discuss any problems around their child accessing the remote learning activities and teachers will be happy to offer advice and talk through practical strategies

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

- Engagement with remote learning will be monitored daily
- Teachers are required to submit a weekly return listing children who are not engaging with home learning and what areas they are not completing.
- Once this has been identified, teachers will monitor engagement for a further week, if it does not improve, the teacher will speak to parents/carers to offer support and practical ideas to help engagement. School may consider offering additional resources such as printed workbooks to support learning
- If engagement does not improve, the headteacher will discuss pathways to support parents/carers

## **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:

- When a child "turns in" work from Google classroom they will receive feedback
- English and maths subjects will be monitored each day so that feedback can be used by the child parent/carer on the following day. Other subjects will receive feedback by the next lesson for the following week
- If the teacher who normally sets the work is unwell, feedback will be less frequent as another member of staff will be setting work for remote learning

## **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:

- Children with SEND will receive activities which are tailored to their learning. Support Assistants will offer some live sessions with the child to guide and support them through the work. (For children on SEN support plans and EHCPs). The frequency of these sessions will be agreed with the child's parents/carers. The Support Assistant will deliver the session in a classroom, with another adult present who can hear the conversation and the child's parent/carer must be present in the room during the session
- For younger pupils, we will ensure that there is a balance between screen and non-screen activities as we recognise that our younger children are unlikely to be able to access screen activities without supervision. Older children will be able to work more independently and for a greater length of time on screen activities

## **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?**

- If your child is self-isolating, s/he will receive tasks via Google classroom. These will mirror the tasks that their peers are accessing in school. Your child will not receive voice over PowerPoints or a daily introduction. Your child's class teacher will endeavour to have a Google meet once a week with your child (parent/carer needs to be present during this) to support well-being
- Feedback on work will be given via Google Classroom