

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.

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?

Your child's class teacher will communicate via email or Class Dojo informing you of the work that needs to be completed independently. Teachers will do a Teams meeting each week to check that everyone is well and receive feedback from their pupils. Independent work could include workbooks (CGP etc.) or reference to online work produced by reputable providers (Oak National Academy, BBC Bitesize, White Rose, etc.).

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.

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:

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| Reception & Key Stage 1 | 3 hours per day for the year 2 children. Younger children (YR&1) are expected to do less. |
| Key Stage 2 | 4 hours a day on average across the curriculum. |

Accessing remote education

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

Online learning will predominantly be delivered via email, Teams and Class Dojo. Work will then be submitted via Class Dojo Portfolio or email with feedback provided in a timely manner.

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:

- The school will ensure that all pupils without access to an electronic device (or internet access) are known to the school.
- If parents do not feel that they have either the electronic device required, or the technical knowledge to support online learning, the school will look to make a place in school available or provide an electronic device, subject to availability
- If a child does not have access to digital technology, and the parent is adamant that the child should stay at home, the class teacher will make arrangements for learning packs to be made available and will communicate with the parents the regularity with which work should be submitted to the school office so that feedback can be given – this will only be allowed in exceptional circumstances.

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books sent from school or which pupils may 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.
- Live teaching (online lessons) will only take place if in-school numbers drop considerably and/ or there are staff available.

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?

There is an expectation that all children will engage with all learning (as would be the case if they were in school). We recognise that even during a period of home learning, children might be unwell or it may be difficult to provide parental support at periods during the day. Where this is the case, we would ask parents to inform the class teacher so that they are aware and can perhaps suggest alternative support available. If parents are finding online learning a challenge, particularly where they are supporting more than one child at home, this should be communicated to the class teacher who will inform which sessions are a priority etc. – the wellbeing of both children and parents is extremely important and where expectations become too onerous, parents must 'do their best'.

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

- Teachers will maintain contact via Class Dojo, Teams or email.
- If there has been a significant period without contact, class teachers will follow-up with a 'phone call.

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:

Much of the feedback given will be through whole class assessment. Teachers will assess common weaknesses and will address these as a whole class. However, there will be regular opportunities for submitting independent work through Class Dojo Portfolio or email – individual feedback will then be provided to the child.

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:

Where a child with SEND can access home learning, the class teacher will communicate with the parent how school support will be provided. As in school, this could be through differentiated activities being set and the allocation of a teaching assistant for break out or extra sessions (using Teams). If we feel that home learning may be problematic, arrangements may be made with the parent for the child to come into school on a full or part time basis – this may be particularly relevant to younger children.

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 a child is self-isolating, at a time when most of the cohort are being taught in school, it is unlikely that they will receive the same level of support that would be the case in a whole class closure. However, parents can expect their child to be kept in touch with their class through Class Dojo, Teams or email. The teacher will also make work available (through work sheets etc.) that the child will complete at home – this will follow the same curriculum as in school.