



# 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 if 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

**What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Teachers will set tasks on Purple Mash/Tapestry from the first day of home learning and guide pupils towards additional tasks from the homework grid. This will allow staff time to prepare video resources to be used from day 2/3.

**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, musical instrument tuition is only offered on certain instruments.

Home learning will build on knowledge and skills introducing new concepts following the curriculum sequence that would have been offered in school. The planning documents are used to ensure 'Essential End Points' and key vocabulary are covered.

## 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:

In line with Government and DfE guidance our Key Stage 1 pupils will receive at least 3 hours home learning and pupils in Key Stage 2 will receive 4 hours. This includes time spent watching teaching videos, completing tasks, collective worship or wellbeing and physical activity.

## Accessing remote education

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

- Tapestry - Nursery/Reception/Year 1 - <https://tapestryjournal.com>
- Purple Mash - Year 2-6 - <https://www.purplemash.com/sch/ncea>

- RWI phonics videos - [https://www.youtube.com/channel/UCo7fbLgY2oA\\_cFCIq9GdxtQ](https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIq9GdxtQ)
- Times tables Rock Stars - <https://play.ttrockstars.com/auth/school/student/61537>
- Northumberland Library Services - <https://bishops.eplatform.co/account/logon>

### **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 the first instance please contact your campus and they may be able to provide a laptop to support your child with their home learning.

If you do not have access to the internet from home then please contact your campus and we can apply for a data extension to your current mobile phone provider or provide you with a wireless 4G router.

Until digital access becomes available each campus will support the children with alternative work to complete at home.

Over the course of the 2020-21, we have regularly audited our parents, carers and pupils to ensure that we are aware of any households that do not have easy access to our online learning and have provided a significant number of families with Chromebooks and in response to our findings we have also made an application to DfE for routers and additional data to support families with limited or no internet access.

We also have a direct line of communication to let us know of any problems through our campuses and weekly contact with staff.

### **How will my child be taught remotely?**

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

- New content introduced via daily videos created by class teachers and support staff will be sequential, meaningful and ambitious and related to our normal curriculum being followed by children in school.
- Tasks to accompany the videos assigned via Purple Mash/Tapestry and include daily numeracy, literacy, reading, enquiry, physical activity and other subject areas that would have been part of the daily class timetable.
- Daily phonics activities for Reception and Key Stage 1 via Read Write Inc videos.
- Daily maths activities via 'Daily 5', Times Tables Rockstars and White Rose Maths.
- Daily story time and suggestions for wider reading will be made using a linked text or story related to their enquiry.
- Activities to engage and motivate will continue for example - Inter Campus Rockstars and Reading Challenges.
- Additional activities related to other subjects will be given via the class homework grid or additional online tasks.
- Other resources will be shared with the children for additional online activities or activities to do at home.
- Some 'live lessons' will be offered to groups of children in KS2.
- Weekly Collective Worship will be provided by school staff, the NCEA Chaplain and local clergy.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, for example Oak National Academy and BBC Bitesize.
- Activities to support pupil well-being will also be available, linked to our Thrive Programme.
- Children will be given membership of The Northumberland School Library Service and Times Table Rockstars.
- When requested or necessary we have provided pupils with packs that include: paper based activities, a home learning exercise book and resources to support their learning needs.

## 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?**

During periods of home learning, the school's ability to ensure that the children are engaging with their learning is vastly reduced therefore we rely almost completely on parents to ensure that their children are engaging with the work set and are taking responsibility for their child's completion of the tasks set.

We would strongly encourage parents/carers to set the expectation at home that their children complete their learning tasks on a daily basis.

Pupils will receive online feedback from staff on their tasks. Next steps will also be given.

Video content will be set by one of the teachers which should provide adequate support for pupils to work independently.

Parents/carers are asked to encourage this engagement and respond to any communication from school.

Staff are available during the school day to support parents/pupils who are experiencing difficulties with learning or accessing the remote learning. Parents and children can request additional support via message or email.

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

Work completed on Purple Mash/Tapestry will receive daily feedback.

Staff will monitor pupil access daily, recording on a spreadsheet, in the event of a pupil not engaging with online learning this will be followed up by phone contact or letter with the family.

This contact will be focused on learning and removing any barriers to remote learning being successful.

If telephone contact cannot be made a home visit, following Covid Guidance, will be made.

Additional 'wellbeing' phone calls will be made each week by campus teams or the Bishop's Welfare Team.

Parents can also check on the progress of their child through Tapestry or Purple Mash.

Children are recognised and rewarded by their campus for their effort and engagement.

### **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:

Work completed on Purple Mash/Tapestry will receive regular feedback in written or audio format. Feedback may not be appropriate for every task. Feedback may not always be written.

Children or parents can contact staff via phone, email, Tapestry or Class Dojo to request additional support or Feedback.

Class teachers and Campus Leadership Teams will ensure a record of work and use this to monitor engagement and how often each child is accessing their remote learning tasks.

Children will be set further work each day, based on their understanding and completion of previous tasks. Additional video teaching or phone consultations may take place if a child is struggling with a particular concept.

Children on the SEND register will be assigned work in line with their individual targets and this will be monitored and given feedback in the same way.

Teachers will also use a range of 'memory strategies' and quizzes to assess progress and 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:

Our SEND team will make weekly calls for SEND students (EHCP/COSA) throughout any period of remote learning to support home learning and offer welfare support and advice.

Children on the SEND register will be allocated tasks in line with their individual targets and this will be monitored and given feedback in the same way. Their targets are shared with parents/carers.

All EHCP children have been offered a place in school and continue to receive their normal support, linked to their targets.

Any EHCP children not attending are contacted more frequently during the week and bespoke resources are provided for them to do work at home e.g. speech and language resources. Additional support is available from NCC SEND and CYPs.

Risk Assessments will be written for all EHCP children and those who have a COSA application pending.

Social Stories and Visual Timetables have been provided for all EHCP and SEND children, where required or requested.

## **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?**

Self-isolating pupils will be provided with work in the same way as outlined above.