

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?

As soon as we are able to, we will be hand delivering paper work packs to all pupils across the school. This will be during the first 2 days of lockdown. In addition to this, class teachers will dojo their parents/pupils with tasks to complete before packs arrive.

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 a slightly different curriculum remotely to that which we teach in school. We concentrate on reading, writing and maths in our online live lessons- the children are split into 2 groups when working on these subjects and the class teachers teach 4 live lessons each day to different groups
- We continue to teach the foundation subjects, but these are not usually taught as online lessons. The children are given projects to complete in the afternoon learning sessions and associated activities in their work packs.

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 including daily on line lessons

Key Stage 1	At least 4 hours (including daily online lessons in Maths and English with follow up tasks, individual reading sessions, story times)
Key Stage 2	At least 4 hours (including daily online lessons in Maths and English with follow up tasks, individual reading sessions, interventions)

Accessing remote education

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

We use Google Meet for our online learning activities in addition to work packs for children delivered every 2 weeks with parental support.

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:

- We contact all parents to ensure that they have at least one device per household to use.
- In households where there is no device, we deliver at least one device to these households with information on how to access 'Meet' for online lessons.
- All pupils have any printed materials needed, whether or not they have online access.
- As we have daily live lessons on 'Meet', we are able to assess the children's understanding through conversations on line. Pupils in key stage 2 can submit work to their teachers via email and in Key Stage 1/Foundation through dojo. All children have been given exercise books in which to record their work, which will be returned to school after lockdown.

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:

- Daily live teaching (online lessons)
- Daily on line hearing of readers in KS1/F and those who need additional reading support in KS2(TA support)
- On line precision teaching where required(TA support)
- 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 pupils 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

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 do expect all children to take part in online learning activities and follow up activities.
- We expect parents to ensure the engagement and appropriate behaviour of their children whilst on line learning
- We have provided timetables to support the parents in setting expectations for their children
- We have explained to parents to contact school if any difficulties so that we can offer further support

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

- Teachers take registers of the online lessons and feedback to head teacher regarding engagement.
- Office Manager will make weekly welfare calls to discuss any possible issues that could affect online learning.
- Where engagement is a concern, HT will contact to offer support. Welfare Officer will be contacted if continued concern.

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:

- Reading grids to assess and record progress
- Continued communication via dojo
- Instant feedback in live lessons
- Email communication for Year 3-6

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:

- Class teachers/TAs model the teaching of reading, writing and maths to support the parents in follow up activities.
- Continued dojo communication with all families.
- Specific interventions for those children with additional needs.

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, the class teacher will dojo parents with the weekly objectives and plans/resources so that the parents are able to support the child in ensuring minimal learning is lost.