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?

Immediately upon needing to move to remote learning, the child will be sent a pack of resources to work through from home as and when they are well enough to do so.

If a child has a suitable device at home, children can join the full provision outlined below. If a family need a loaned device, the school will provide one to enable the child to access the full provision as quickly as possible.

Families have already been provided with their child's log in details but they can also contact the school for reminders of these.

Hard copies of home learning activities are also available from the office, along with workbooks as needed.

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, some PE lessons will be dependent on equipment and space, so variations will be recommended.

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
Key Stage 2	4+ hours

Accessing remote education

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

Children across the school will make use of Google Classroom to receive and submit work. In the younger year groups children will also make use of SeeSaw to access their online remote education.

Once logged in to the Google Classroom, children will be able to access Google Meet for live inputs and contact with their teacher.

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 will lend Chromebooks to pupils – please contact the school if you need to borrow a device.
- Where there is no Wi-Fi or internet connection at home, 4G dongles can be loaned. Please contact the school office if you need this support.
- Pupils can access any printed materials needed via the school office and, if they do not have online access, can drop it back to the office for feedback.

How will my child be taught remotely?

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

We use:

• Live lessons (online lessons) – two sessions of live input every day, with extended live lessons twice a week. Our younger pupils will have a live registration and story session every day.

• recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

• printed paper packs produced by teachers (e.g. workbooks, worksheets)

• reading books pupils have at home and online reading resources. Older children also use GoRead and ReadTheory

• commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as Times Tables Rockstars and J2E.

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?

Children are expected to engage with the virtual lessons and teachers keep an attendance register each morning and afternoon. Where children are not engaging, the school contacts the parents and puts support in place to overcome any barriers.

Although it is an advantage, the vast majority of our home learning can be completed without parental support from home.

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

Teachers keep an attendance register each morning and afternoon. Where children are not engaging, the school contacts the parents and puts support in place to overcome any barriers.

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:

> • Live feedback during virtual lessons daily
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> • Emails or comments on work between the teacher and the child at least weekly
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> • Verbal Q&A given throughout live lesson to address misconception

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:

> • If a child who has an EHCP (or the school is in the process of applying for one), the Inclusion Team, led by the SENDCO, will support teachers by helping to create an appropriate pack of activities and live lessons. The inclusion team will produce video lessons and other resources that can be emailed to the child's email address too.
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> • For other pupils with SEND or EAL, adapted resources and content are provided by class teachers.
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> • Our EYFS children have been provided with a pack of physical resources and also join live registration and story sessions.

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?

> Due to the National lockdown, the majority of their peer group is at home, so our provision for children who are self-isolating is identical to those who are accessing home learning.