

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?

- Individual log ins for Microsoft teams
- Access to learning materials
- Ability to upload any learning activities
- Some feedback and support from a teacher

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 e.g. provision such as forest school or particular resources for art

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	We will provide learning activities that are planned to take at least 3 hours to complete. These will form a variety of activities including: video clips, live lessons, pre-recorded inputs and paper-based activities.
Key Stage 2	We will provide learning activities that are planned to take at least 4 hours to complete. These will form a variety of activities including: video clips, live lessons, pre-recorded inputs and paper-based activities.

Accessing remote education

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

We will use Microsoft teams as our main digital platform. Each child will be provided with an individual login following parental acceptance of the terms of use.

Children will have individual passwords for their reg group teams and Wonde will be used to access other online resources such as Purple Mash, Nessy

Within their reg group team they will be able to access learning and upload activities that have been completed at home.

A weekly timetable will be saved in the learning materials which details planned sessions for drop-ins and live lessons

Teachers and learning support assistants will be available to support pupils during the school day via the chat function if they need any help accessing the work.

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 are able to loan out a limited number of school chrome books to families that do not have the appropriate devices available to be able to access remote education. Families should contact the office if they need support with this
- Full written instructions will be given and an adult in school will help as needed with setting up and using of any loaned device
- We are awaiting arrival of government funded laptops which can also be loaned to those families struggling to access remote education
- We will make parents aware of what support we are able to offer if there are difficulties with data or connectivity and provide the necessary support to ensure all families can access the online provision
- Sign post parents to charities that are offering support with technology and hardware
- Requests can also be made for paper copies of learning tasks that can be collected from school or delivered if necessary.

How will my child be taught remotely?

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

All learning set and provided via our remote provision will be in line with our planned curriculum provision had school been fully open. A curriculum overview for each team can be found on our Curriculum maps which are available on our website

- Provision of live teaching sessions (online lessons)
- timetabled drop in sessions twice weekly with reg group teachers
- twice weekly whole school assembly (live and recorded)
- recorded teaching (e.g. video/audio recordings made by teachers)
- Written instructions on PowerPoints/ worksheets to access independently or with the support of a parent/ carer
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as: White Rose, Oak Academy, BBC, etc.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as families should provide at home?

We recognise that each families circumstance and availability and ability to support their child/ren will vary greatly and there will be some days where it is easier for your child to engage than others

- Support your child to establish a daily routine and structure by talking through the timetable provided and ensuring they are set up for the day with technology fully charged, printed materials, etc.
- Encourage them to attend drop in sessions to connect with their teachers and peers and to gain feedback on learning or ask questions about any learning they are finding challenging.
- Learning activities have been organised in folders by day and where possible should be completed on the day set
- There will be times during the day when your child will need some support from you and others where they can get on with the learning independently. Plan your time around your family needs and encourage your child to show some resilience by tackling some tasks independently as well as asking for support from teaching staff on Teams during the school day
- Remember that learning breaks should be built into the day. Help your child to break their day into chunks of time by setting targets to complete an activity then take a break or to stay focused and attempt an activity for a set amount of time then take a break. Be guided by your child and be prepared to show some flexibility with this. Some days will be easier than others!
- Any written work that is completed should be uploaded into submitted work folders so that teachers can comment and provide feedback
- Try to build in some time away from the computer screen; PE and Forest school would feature if they were in school. Think about how you can provide these opportunities and experiences at home
- Support them with the usual home learning activities that you would as a parent were they attending school: read daily, practice rehearsal of number bonds and times tables
- Encourage them to take time to do something that they enjoy such as: read a book, do some cooking or draw a picture –learning will still be taking place and this is great for wellbeing!

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

- Teachers and support staff will monitor their Team channels to check for submitted work and whether children are raising any questions or concerns about their folders throughout the day to monitor the level of engagement from each child
- Teachers will keep a work log to have an overall view of work submitted
- Teachers will monitor and record attendance at drop in sessions
- If there is a concern regarding your child's level of engagement with learning you will receive an email or telephone call from your child's reg group teacher offering support.

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 childrens work is as follows:

- Children should submit/upload their work via Teams
- The expectation of which work needs to be submitted will vary slightly from team to team and any changes will be communicated via team updates/ drop in session.
- Foundation stage require all work to be submitted for assessment and inclusion in the children's learning journey folders
- YT will complete a weekly feedback on work sheet on work submitted each week providing positive feedback and areas for improvement
- MT teachers will add feedback to a 'How did I do' document on selected pieces of work and will provide constructive feedback as well as suggest areas for improvement
- OT teachers will complete a feedback sheet which provides positive feedback and suggests an area for improvement for that or future pieces of work.

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:

- Differentiated learning activities scaffolded to ensure accessibility
- Additional on-line sessions with 1:1 support to deliver interventions
- Physical resources to support learning which would have been used in school can be collected from school ie wobble cushions, pencil grips, etc
- Signposting and access to Additional learning resources Team folder which contains resources and ideas to support specific educational needs such as dyslexia and fine motor skills.

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?

- In the event that only a few children are isolating, they will still have access to the planned curriculum with meaningful and ambitious work set each day
- There will be a number of resources available via the same route as described above.
- If all teachers are in school then there will be a reduction in the number of live and recorded lessons available, access to immediate support and feedback.
- If there are any teachers who are working from home due to self-isolation they will be available to support these children in the same way as outlined in this document however this is not guaranteed to be the case.
- In the event that all teachers are in school, the reg group teachers will contact these children after the first full day of isolation to ensure they are accessing teaching resources and answer any questions the child/ren may have about work set.
- Feedback on these children's work will also be provided via the same methods although the frequency will be reduced to 2-3 times per week.