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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same broad and balanced curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we may direct children to teaching videos from sites such as White Rose Maths, Oak National Academy, BBC Bitesize. The activities provided may not be as practical as we normally do in school due to resource availability at home.

- To maintain consistency in learning, the curriculum and learning opportunities provided for the children working remotely at home is the same as the curriculum and learning opportunities being taught to those who are working in school.

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 send a weekly timetable with suggested timings for each subject/activity. This is at least 3 hours per day.
Key Stage 2	We send a weekly timetable with suggested timings for each subject/activity. This is at least 4 hours per day.

Accessing remote education

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

- Microsoft Teams

- Class Dojo

- Microsoft One Drive

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:

- Parents who are unable to access the work online or are unable to print the work at home can contact the school office to arrange for printed workpacks (including the weekly timetable) to be provided on a weekly basis.

- Parents can also contact the school office to arrange for basic stationery ie. pens, pencils, paper to be provided for children who do not have access these at home.

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information

- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information

- If children are unable to submit their work remotely, due to lack of internet access, parents are welcome to arrange a time to contact their child's classteacher via telephone to discuss the work they have completed.

How will my child be taught remotely?

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

- Work for the day will be uploaded into the class Home Learning Folder on the preceding afternoon/evening (including worksheets, PowerPoint presentations and pre-recorded videos created by the teachers or that use other providers eg. White Rose, Oak National Academy, BBC Bitesize, BBC Supermovers)

- A guidance letter to explain the tasks for the day is uploaded each day to accompany the work.

- Two virtual check-ins/lesson introductions each morning. At least one of these will be a 'live' on Teams.

*Children who are unable to access the live check-ins at the time given will be directed to use the uploaded letter for an explanation of the day's activities.

- 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

- Oxford Owl book library

- Times Table Rockstars

- Spelling Frame

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 expect that the children will engage on a daily basis and attempt to complete the tasks set for that day.

- We upload a weekly timetable showing the learning for each day with suggested times so that they are maintaining the same structure as a normal school day and are consistent with the children working in school. The timetable also shows the time live check-ins/lesson introductions so that parents and children know when they will need to log onto Teams.

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

- Pupils' engagement will be checked though Class Dojo on a daily basis

- We ask that completed work is uploaded each day onto the pupil portfolio section of Class Dojo.

- Where staff have a concern over pupil engagement ie. work is not uploaded; pupil is not engaging with live check-ins, they will contact the parents through Class Dojo messages or phone calls home.

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:

- Teachers look at every piece uploaded on a daily basis and these will inform children's progress. They will make comments to praise or give guidance where they think it is most appropriate.

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 work, where appropriate, will be sent home to meet the needs of the children.

- In Reception and Key Stage One it is important to maintain regular, high-quality phonics teaching. In order to do this, teachers will use interactive video recordings (mainly teacher-produced) on a daily basis.

- One to one tutoring sessions are offered to SEND children via Teams

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?

Children who are self-isolating access the curriculum in the same way as the children who are working remotely at home as this is consistent with the learning that is taking place in the classroom at school.