

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?

Should your child have to isolate, they will either have access to generic work on line for the first few days or a paper copy of appropriate work. This measure will afford teachers a short time to prepare their remote learning resources. If access to Google Classroom is an issue, a paper pack will be made available.

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 as we are aware that children at home may not have access to the same resources as at school. One example of this is science. We endeavour to offer a broad curriculum to meet the needs of our children whilst remote learning and to cover all the requirements of the National Curriculum.

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:

Early Years Foundation Stage	Ideas for activities to support learning through play and to develop communication.
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Key Stage 1	Approximately 3 hours of learning. This includes daily Maths, English and phonics lesson as well as other curriculum subjects. Not all work will need to be completed in front of the computer. Independent reading time is also included.
Key Stage 2	A minimum 4 hours of learning. This includes a daily Maths and English lesson as well as other curriculum subjects. Not all work will need to be completed in front of the computer. Independent reading time is also included.

Accessing remote education

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

We provide online learning through Google Classroom and all work is assigned via this platform.

New work is uploaded on a daily basis and goes live from 9am.

All children have a Google account and passwords are issued to parents at the start of the school year. If they need re-issuing, these can be requested from the child's class 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 have applied to the DfE for devices and data packages to promote remote learning for those who do not have access to this. These will be distributed in line with the government's priorities once they have arrived. We are also exploring other avenues to provide further devices.

We will be in contact with parents once they arrive to arrange distribution. In the meantime, we can offer paper copies where necessary.

Pupils can submit their work to their teachers either via directly returning the paper copies to school or via the class email system if they cannot access Google Classroom.

How will my child be taught remotely?

We use a range of approaches to teach pupils remotely. This includes but is not limited to:

- recorded video and audio teaching by class teachers
- recorded sessions provided by external providers such as Oak National Academy (for children in KS1 & KS2)
- commercially available websites that support the teaching of specific subjects or topics which may include video clips such as Phonics Play and TT Rockstars.
- Carefully differentiated activities that support independent practice and learning
- Printed paper packs produced by teachers which match the online learning of a class for those who do not have online access
- The variety of activities offered and learning materials provided will be adapted to meet the age and needs of the children.

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?

It is expected that all pupils engage with remote learning on a daily basis and to attend the Class Google Meets.

Teachers will provide a suggested timetable to follow from home and this may assist parents with structuring the school day and establishing routines. This also will help children know what is happening and when.

It is expected that completed work is regularly returned for feedback from teachers and that all work is completed to the best of the child's ability.

We understand that it can be difficult to support learning at home, but we ask that children are provided with a quiet space to enable them to learn effectively.

Provide support and direction as necessary but also encourage your child to do their work independently.

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

Teachers will check a child's engagement with their remote learning on a daily basis.

If a child does not engage with the work set, the class teacher will call the parents to discuss any obstacles and support that can be offered. If this disengagement continues, the SLT will be notified and they will contact the family.

If we have any concerns about learning, we will contact parents as we normally would in other situations.

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:

We will continue to provide feedback to pupils as we would when they are in school. This will take various forms including oral feedback at Class Meets, annotations on submitted work, quizzes.

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:

- For pupils with special educational needs a variety of activities will be planned by their class teachers as they know them best. The learning may be differentiated to meet the age and needs of the children but will also be challenging to ensure the children make progress with their learning.
- The SENCO will continue to support parents of children with special educational needs. For children with Education, Health and Care Plans (EHCP's) the SENCO will be in weekly contact with families. Learning support assistants will also be in weekly contact to continue supporting the children with EHCP's. The SENCO will continue to ensure that other professionals supporting the children with special educational needs continues remotely.

- We are exploring further options of offering remote interventions for children with SEND.
- For younger pupils with special educational needs the SENCO will work with parents to establish the best way of learning at home and paper educational packs may be sent home to ensure the children are learning each day.

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?

The main difference is that pupils will need to rely more heavily on prepared resources such as Oak Academy as class teachers will not be able to prepare their own video lessons due to their daily classroom responsibilities. Teachers will ensure that the remote learning provided matches the general sequence of learning provided in class.

