



## 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?**

During the first day or two of remote learning, parents may be directed to existing online resources such as the Oak National Academy or BBC Bitesize, as well as Mathletics, Times Tables Rockstars (TTR) and Spelling Shed. A grid of topic-related activities will be sent out which children can work through in their remote learning / homework books.

### **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 where Science or Art may require specialised equipment and resources which the majority of parents would not have access to.

### **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:

EYFS	3 hours of education/directed play. This will consist of 20-30 minutes per day of live teaching through zoom and a daily phonics recording. There will be set English, Maths and topic activities as well as a daily story in the afternoon. Regular reading and phonics activities will also be provided.
Key Stage 1	3 hours of education. This will consist of 45 minutes per day of live teaching through Zoom leading to set English and Maths activities. There will be other regular daily activities including reading, Mathletics, TTR and Spelling Shed. Parents will also have a grid of topic-related activities to choose from.
Key Stage 2	4 hours of education. This will consist of 45 - 60 minutes per day of live teaching

	through Zoom leading to set English and Maths activities. There will be other regular daily activities including reading, Mathematics, TTR and Spelling Shed. Parents will also have a grid of topic-related activities to choose from.
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## **Accessing remote education**

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

Live teaching will be through Zoom, with the links sent to parents through SchoolComms

Up to February half-term, work will be sent out through SchoolComms with printed copies available in school. Work can be submitted for feedback through Twitter, Dojo and email.

After February half-term, work will be sent out through SeeSaw, and work will only be able to be submitted through SeeSaw.

### **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:

Where the SLT find that a lack of ICT equipment is preventing children accessing online learning, the loan of a school laptop will be offered. In some cases, the child may be offered a place in school.

Data SIM cards can also be offered if a lack of data is the issue. If the problem is a lack of an internet connection, school will consider the loan of routers or dongles.

Printed copies of all materials are available from the office, however teachers endeavour to keep the need for printed resources to a minimum so children can work in their remote learning/homework books.

Where pupils do not have online access, work can be brought to the school office where teachers will pick it up after 72 hours quarantine to look through and give feedback, by phone if necessary.

### **How will my child be taught remotely?**

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

- Live teaching (online lessons) between 45 – 60 mins each morning, covering phonics, SPAG, English and Maths.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) where this
- 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 (as per the schools full opening guidance, schools are expected to avoid an over-reliance on

## **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?**

In this section, please set out briefly:

We expect that all children will attend the morning 'live' sessions unless there is a good reason not to. We understand that live online teaching is not the right approach for all children and that parents and carers are in the best position to make that decision.

We expect parents and carers to help their child get into a good routine for online learning and the follow-on work, including following the remote learning policy and the school's Dos and Don'ts document.

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

Teaching assistants keep a daily register of children who have attended the line online lessons.

If there are immediate concerns, the teacher will contact the parents directly.

Where it is noted that a child has not attended for several consecutive days, a member of the SLT will contact the parents to find out the reason why and help solve any problems.

Teachers give regular feedback via Dojo, Twitetr or email for work submitted, which after half term will be via SeeSaw.

### **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:

For many activities, the answers will be sent to parents in the afternoon so they or their child can mark the work.

For some activities submitted, the teacher will give written feedback.

After half-term, the feedback may take the form of a voice recording.

### **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:

Children with EHCPs have been offered a place in school.

A range of online resources are available to children with SEND including IDL and IXL, whilst Mathematics and Spelling Shed work at the appropriate level for each child.

Where separate materials are required, teachers may provide these either remotely or through printed packs.

After half-term, individual and personalised activities will be sent through SeeSaw.

### **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 an individual or small group of children are self-isolating whilst the rest of school and their class (es) remain open, the teacher will send home activities as closely linked to the work being covered in class as possible.

Whilst there may be no live teaching, the teacher will direct the student (s) to relevant online materials including Oak National Academy and BBC Bitesize. They may record some teaching and put it on Youtube if this is more appropriate.