

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 if 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?

Remote learning will be made available on the first day of absence – parents will be contacted to discuss requirements. Parents receive an email with suitable links and are also offered a hard learning pack of prepared work if these are 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.

Children will be set work for English, Mathematics and one other subject every day. In addition, some assemblies, stories, daily reading and additional exercise will be included in the offer.

All remote curriculum lessons will follow the same sequence that they would have done in school. Teachers are planning in the same way, to support and extend groups of pupils as they usually would, to meet the needs of all learners.

Over longer periods of time, teachers aim to provide a broad curriculum and in as much depth as possible. Resources such as Jigsaw (PHSE) and Charanga (Music) will support this provision.

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:

Primary school-aged pupils	3 hours for Reception and 4 hours a day on average for Year One to Six. This will include the additional activities mentioned such as assemblies, stories and exercise.
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Accessing remote education

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

We use Tapestry with our Reception children and Seesaw with Year One to Year Six. All parents have user names and passwords.

Live contact is maintained using Microsoft Teams.

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:

The school uses Microsoft questionnaires to assess whether children have the appropriate technology to access the school's online learning. Where possible, the school supports technological barriers.

- We have a small number of devices we can lend to pupils – please contact the school office if you need support in this area. These will be prioritised for our pupil premium and vulnerable children.
- Providing access to the internet – all pupil premium pupils received a letter with assistance in this area.
- Providing technical support – including pre-recorded demonstrations.
- Printed materials can also be provided if this is more suitable – please let us know and the class teacher will liaise with regards to sending this and also arranging for it to be collected for marking when appropriate.

How will my child be taught remotely?

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

We use a range of approaches to teach pupils remotely.

Examples of remote teaching approaches

- Daily activities will be published daily on Tapestry and Seesaw. These will be supported with audio clips and video clips which explain and model the learning from either the class teacher or associated quality resource such as White Rose Maths.
- The class teachers will be available daily to respond to any questions the children have.
- Microsoft Teams will be used for teachers to maintain face to face online meetups.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home and digital books from Rising Stars, Phonics Bug and Oak National library.
- Teachers will draw upon a range of resources – for example we buy in Doodle maths, English and spelling software to support the children's learning. This will ensure the learning is engaging and varied as possible.

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 all pupils to engage with our remote education set, daily, and to complete the tasks on the day they are set. Tapestry and Seesaw supports us with this as it gives an overview of each child and their daily work that is submitted.
- Parental support is invaluable for setting routines to support their child's education – we provide a suggested timetable but understand parents need to be flexible if they too are working from home.
- Children are expected to engage in the activities provided and submit work/responses which are similar to those that they would produce in school.
- Teachers will share their expectations and check in on the quality of work with children through Microsoft Teams.

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

- We will check and log pupils' engagement with remote education on a daily basis – this will be the class teacher or Head teacher if the class teacher is based with their class.
- One Seesaw, all work has to be approved by the class teacher. In addition, teachers will provide short comments to praise and support/extend children's work.
- We will contact parents and carers if a child is not engaging with the work set to ensure they can upload it and offer 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 pupil work is as follows:

- Both Tapestry and Seesaw enable staff to acknowledge work every day and provide written feedback where the piece of work lends itself to this – which is how we mark work in class. This would be in line with our Feedback and Marking policy.
- Sometimes a mark scheme or set of criteria will be provided with the work set in order for your child to check their own work before submitting it (e.g. maths).
- Microsoft teams meet up sessions will be used for teachers to work with pupils revisiting work set and will include question and answer sessions.

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:

- Mrs Sage and Mrs Godwin and the class teacher will work with families to deliver remote education for pupils with SEND. Children with EHC will also be supported by their teaching assistants to follow their programmes.
- Online learning is adapted to meet the needs of children with SEND.

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?

If your child is waiting for test results and this is only a couple of days we will ring you to discuss the required work for your child. We will email you links to the websites we are using to support short term remote learning which includes Oak Academy and BBC Bite size in addition to our Doodle software which already supports home learning.

If individual pupils are self-isolating they will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. We will either email or send home hard copies of work – this can then be uploaded to Tapestry or Seesaw so that the class teacher can respond.