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.

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?

- Wherever possible and appropriate, we teach the same curriculum remotely as we do in school.
- Where this is not possible, reasonable adaptations are made in some subjects. For example, some resources may be used in school that parents may not have at home. In this situation, reasonable adaptations will be made to the work that is completed remotely in order to make it accessible.

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	- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

	• Key Stage 2: 4 hours a day

Accessing remote education

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

- In Year 2-6, remote learning can be accessed via Google Classroom.

- Nursery, Reception and Year 1 access remote learning via Tapestry.

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:

- Wherever possible, children should access their learning online with a digital device. In some instances, in discussion with the school, difficulty accessing materials online can be solved

- For children who do not have digital or online access at home, paper packs can be made available in certain circumstances

How will my child be taught remotely?

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

Our approach to remote teaching and learning may include the following:

- tasks with written / oral explanations and instructions

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- commercially available websites supporting the teaching of specific subjects or areas, including video clips, powerpoints or sequences

- some live sessions may be offered to support home learning although full live lessons will not be adopted.

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?

- Pupils are expected to engage with remote learning
- Parents should set up routines at home to make this possible
- Parents can support with work but, wherever possible, teachers will endeavor to set work that can be completed independently
- Pupils should submit their work to their teacher once it is completed via Google Classroom or Tapestry.
- Where pupils have completed work on paper, we expect parents to photograph or scan the work and upload it to their Google Classroom or Tapestry promptly
- If paper packs are being utilised, then we expect the return of completed ones within the timescale before a new one is issued.

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

- Teachers monitor Google Classroom throughout the extended school day and give feedback promptly
- Teachers and Teaching Assistants will phone home regularly for an informal conversation about how things are going
- Children who do not appear to be engaging in remote learning will be monitored closely and teachers will work with parents to facilitate engagement

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:

- Pupils will receive regular feedback
- Feedback might be in the form of marks, grades, written comments, recorded verbal feedback or whole group/class feedback

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:

Our approach to working with families to deliver remote education for pupils with SEND may include the following:

- Each child with an EHCP will have a risk assessment to determine whether education can be best delivered at home or at school.

- tasks with written explanations and instructions that are adapted to meet their level of need or outcomes on their EHCP

- Any equipment that they may use in school for example ATT laptop, writing slopes, overlays, specialist writing equipment etc will be transferred to home

- All annual reviews will continue to be completed on the scheduled dates via virtual zoom meeting

- live sessions that child can access in bitesize chunks to meet their learning needs

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) which can be accessed in bitesize chunks to meet their learning needs

- printed paper packs produced by teachers (e.g. workbooks, worksheets) adapted to level of need

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- families will be called each week to support education access and wellbeing.

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?

When individual children are isolating and the majority of the rest of their peers are in school, work will be set via Google Classroom and Tapestry, as set out above. Parents should be mindful that, in these circumstances, teachers will be teaching a full timetable in school and may not be able to respond as quickly as in circumstances where there is wider closure.