

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. Teachers will require time to prepare the relevant resources and upload them to the Schools chosen platform, e.g. Teams or Tapestry.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Remote education provision available immediately will be:

- Mathletics – All parents have Mathletics available for children to engage with whilst at home along with Times Tables Rock Stars.
- Reading – Children will have reading books available at home, either a book which they are currently reading from school, or possibly books of their own. We recommend reading for 20 minutes twice a day during this time.
- Free eBooks are available through Oxford Owl at <https://home.oxfordowl.co.uk/> And the Oak Academy <https://library.thenational.academy/>
- Education City is also available for Core and Non-core subjects
- PE – Joe Wicks Workouts are available: https://www.youtube.com/results?search_query=joe+wicks
- Cosmic Yoga Workouts available at: https://www.youtube.com/results?sp=mAEB&search_query=cosmic+yogas

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:

- Some PE activities which involve equipment or teamwork. We encourage daily P.E. to be done in ways that suit the family not necessarily through prescribed tasks
- Science investigations may be adapted for home use, taking into account resources available
- Specialised teaching where a subject is taught by a peripatetic teacher

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 – 3 hours a day on average, with less for younger children

Key Stage 2 – 4 hours a day (English, Maths, Non-core and P.E)

Accessing remote education

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

As a school we use the following online learning platforms: Foundation Stage : Teams and Tapestry

Year 1 : Teams and email (and in some circumstances - Tapestry)

Years 2 – 6 : Teams and Email

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:

- Pupils can access any printed materials needed if they do not have online access. Pupils or their parents can contact their class teacher to request these packs. We aim to have the packs available the next working school day. Children who take packs home are requested to return their work to the class teacher on a weekly basis, or if they collect further work packs, whichever is sooner. Answer sheets are provided for parents to check work so that immediate feedback can be given to the children.
- The school has a very limited stock of Laptops. Parents who experience difficulties through lack of devices or limited mobile data should contact the school to enquire about availability of devices. Parents will need to sign a Device Contract prior to borrowing the device.

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, White Rose Maths Lessons, BBC Bitesize, video/audio recordings made by teachers)
- Online learning packs produced by teachers (e.g. workbooks, worksheets). These are also available as printed paper packs.
- Books and reading books pupils have at home.
- Websites available which support the teaching of specific subjects or areas, including video clips or sequences.
- Project work and/or internet research activities.
- 'Daily Live Meetings' (DLM) with the class teacher/ Teaching Assistant to discuss the learning and expectations of the day. This session will also act as a registration, well-being check-up and an opportunity to celebrate children's work and give feedback where appropriate. Time is offered at the end of the meetings to provide one to one support if needed.
- This may include opportunities for quizzes, assessment, consolidation of the learning objective and for parents/pupils to raise any questions regarding the work set.
- Pastoral and well-being support may be accessed through the school website, class teacher or Pastoral/SEND Team.

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 remote education whilst at home.
- We expect parents to support their children, for example, setting daily routines and ensure the set work is completed, and the Remote Learning Policy is followed.
- We expect every child to attend the DLM
- We expect parents to assist children with self-marking their work where answer sheets are provided by the class teacher.

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

- A register will be taken daily within the DLM by the class teacher. Class Teachers will liaise with Parents for any child who is not regularly attending to address any issues.
- Where possible, children's work should be uploaded onto the Teams/Tapestry platforms. For those children who cannot access this, packs can be returned to school for the attention of the class teacher.
- For any child not regularly accessing remote learning, the class teacher will make contact with the child's parents/carers to discuss the matter and outline the school's expectations.
- SLT and Teachers will review weekly engagement of pupils with remote learning.
- DLM will be monitored weekly by members of the SLT and/or Governors.
- If non-engagement continues, matters will be raised to members of the SLT to make contact with the parents/carers.

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:

- Feedback may be given using Teams, Emails or Tapestry.
- This may be in the form of written or verbal feedback.
- For children returning Packs of work to school, where an answer sheet has been provided, this work should be self-marked by the children and parents.

Other work will need to be monitored, recognised or marked by the class teacher.

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, 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:

- Any child with an EHCP is expected to attend school (unless extenuating circumstances)
- Each child with an EHCP has a specific risk assessment for remote education to ensure that their needs are met. This should include references to the outcomes of the individual's EHCP.
- Children with EHCP will have work that is tailored to their individual needs, this may be on-line or through work packs.
- Those children who are engaging with remote learning may have additional TEAMS meetings with Teaching Assistants/1:1 teaching Assistants where necessary and appropriate.
- The SEND Team will keep in close weekly contact with pupils with EHCPs and their families.
- Other SEND pupils will be continually monitored by Class Teachers and the SEND Team to ensure that

reasonable adjustments are made to meet the child's individual needs.

- The SEND team are available to work with any family who require additional support. This may mean signposting families to different resources/websites and agencies or referrals for support as appropriate.
- Vulnerable pupils who are not in school will have a risk assessment and the Safeguarding Team will conduct check-in calls 1-2 times a week. Any concerns/absenteeism will be communicated to the child's social worker.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating/shielding, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate/shielding, but the majority of their peer group remain in school, remote education is provided either by Teams, Email, Tapestry or providing a pack of resources.

DLM will not be available when the majority of children are in the class. If children are ill, we would not expect the children to complete the work set for the rest of the class. Work for self-isolating pupils may look slightly different to that taught in the classroom (see section titled '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?')

Children self-isolating for more than 5 days will be contacted by their Class Teacher or Teaching Assistant either by telephone or Teams. Regular contact will then be made until the child returns to school.