



## 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?

- The full remote provision may take up to 24 hours to put in place, especially if a teacher is ill.
- Tasks posted on Teams in the first place may be directed work for the children to complete on their own.
- Laptops will be loaned to those who meet the requirements to receive one

### 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, science experiments may be left until the class returns to school, and design and technology projects may be adapted to use materials accessible at home.

## 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:

FS/ KS1	3 hours
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KS2

4 hours

## Accessing remote education

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

The school uses Microsoft Teams for remote learning and for Homework. Children have all been issued with individual log-ins and should be accessing these accounts weekly already.

Children in FS also use 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:

- Parents who need to be loaned equipment may contact the school office. In the first place equipment will be loaned to disadvantaged pupils.
- Sim cards are available to help with connection issues. Please speak to the office. Priority will be given to disadvantaged pupils
- Printed work is available to those who are unable to work with IT. It will be posted and would need to be returned to the school when completed.

### How will my child be taught remotely?

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

- live teaching (online lessons)
- 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 or sequences
- long-term project work and/or internet research activities



## 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 children who are self-isolating to complete the work set each day. A timetable is suggested, but this can be adapted to fit around each family's needs and routines
- We expect parents to support their children in their work, creating a suitable place and atmosphere in which to work. Younger children will need more "hand-on" support than older children.
- We expect parents to inform the school if a child is not able to complete the set work.
- We expect families to follow our "remote learning policy".

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

- Staff will be checking Teams daily (between 8:30-4:00) to see that work is completed and up loaded
- Staff will keep note of which children are taking part in on-line lessons and in "check in" sessions
- The school will contact families where there has been little/no involvement to see how we can help.

### 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:

- Staff will provide feedback on the work set on Teams.
- This may be a written comment or acknowledgment, depending on the work set.
- Quizzes and tests may also be set and marked as part of our assessments (e.g. SPAG.com and TTRS)



## **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:

- Pupils with SEND will work with their cohorts where possible, but may have different tasks set to complete. The SENCo will liaise with class teachers to make sure that pupils can access appropriate work and will help provide additional support (work books, specialised SLT work) when necessary
- Younger children will be provided with work suitable to their stage of development. This might be directed tasks, short “live” sessions or suggestions of activities to complete with adults.

## **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?**

We will aim to provide recordings of core subject class lessons for individuals who are self-isolating, alongside work to complete off line. Each pupil will be offered a time, at least 3 times a week, to engage “live” with their teacher via Teams.