

## **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?**

Pupils will be directed to a specific online lesson (e.g. Oak Academy) that closest matches the learning taking place in school for English and Maths.  
Pupils will be provided with a 'topic menu' that provides them with a selection of tasks linked to the learning taking place in class. The menu will include science and a range of foundation subjects.

#### **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, maths or science lessons where pupils need specific equipment. These lessons will be delayed and taught at a later date, once the pupils have returned to school.

### **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, across the school 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?

All remote learning will be accessed through one digital platform – Class Dojo

One timetable with links to all of the learning will be shared on a Friday afternoon, ready for the following week.

The school will constantly review how remote learning is accessed, aiming to make it as clear and simple as possible to navigate, with consistency throughout the school.

### 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 will survey parents to identify those who will need support accessing digital and online content. The school will ensure that all families respond to this survey.

The school will provide as many devices to families as it can, while still leaving enough provision for those pupils who remain in school. Initially devices will be allocated to families without devices, then to families who will benefit from an additional device.

Information has been shared with families on how to access data packages, to support connectivity

Parents/carers will need to sign the schools 'technology lease agreement' when borrowing a school device

Printed packs are available for all families on request, these can be collected on a Monday from the school office. Written work can be submitted for marking if families are unable to upload to Class Dojo.

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

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

- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons,)
- exercise books will be provided for pupils to complete their work in
- printed paper packs produced by teachers will be available on request
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- One teacher per year group will be available for the majority of the day to provide support via instant messaging on Class Dojo and feedback on the work submitted by pupils
- Weekly phone calls home will provide additional support
- Live weekly 'drop in' sessions with class teachers to begin from mid-February to address any questions about the learning. Teachers available to Class Dojo throughout the whole week
- Weekly 'live' class wellbeing sessions to start from mid-February

## **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?**

- Teachers will aim to make the work as clear and accessible as possible to maximise the number of pupils who are able to access the learning independently.
- All pupils should aim to complete all of the remote learning planned by their teacher. Where this is not possible, parents/carers should focus on completing the Maths and English lessons for each day.
- Pupils may need support logging on and being directed to Class Dojo on their device.
- Some pupils may need support navigating websites and pausing/rewinding videos at the correct time.
- If pupils get stuck, parents/carers should encourage pupils to find independent strategies to support their learning e.g. re-watching the teacher's video.
- If the parent/carer is unable to help their child when they are stuck, they should message the teacher for support

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

- All work that is completed should be uploaded to your child's class portfolio. There are videos available showing how to do this.
- Parents/carers will receive one phone call a week to discuss how the remote learning is going.

## **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:

- All work that is uploaded to a child's portfolio will be acknowledged by staff, and most pieces of work will be given written feedback linked to the learning.
- Staff may also feedback during the weekly phone call.

## **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 who are unable to access the same content as their peers will be sent their own personalised learning. This may be just for a specific subject e.g. reading or a completely individualised timetable.
- The school recognises that younger pupils and pupils with SEND may struggle with following lots of written instructions. In these cases, teachers will use videos where ever possible to explain and support the learning.

## 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?**

The provision when an individual child is self-isolating will be:

- Pupils will be directed to a specific online lesson (e.g. Oak Academy) that closest matches the learning taking place in school for English and Maths every day they are isolating.
- Pupils will be provided with a 'topic menu' that provides them with a selection of tasks linked to the learning taking place in class. The menu will include science and a range of foundation subjects.
- When appropriate, teachers will share the slides, resources and tasks that are being used in school for science and foundation lessons with the pupils who are isolating.
- Pupils are expected to upload the work (e.g. a photo) they have completed to their Class Dojo portfolio daily.
- Teachers will acknowledge/comment on every piece of work uploaded to a pupil's portfolio