



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?

We have plans and systems in place to ensure that we are able to educate remotely from the first day of any restrictions. Initially, learning can be found on our school website under the 'Remote Learning' section and by following the class link.

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 it is possible and appropriate. However, we may need to make some adaptations in some subject areas to compensate for children working individually at home. For example, team games in PE, carrying out our scientific investigations when equipment is not readily available in the home.
- We endeavor to ensure that the curriculum we offer is accessible, engaging and well matched to our pupils' individual needs.

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 and the amount of time pupils are engaged in their learning (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	Up to 3 hours a day
Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

Accessing remote education

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

- Learning Grids for every class are available in advance of on the Remote Learning Section of the school website.
- All pupils are assigned an individual Microsoft Teams account, to enable them to access learning grids, tasks & assignments, recorded lessons and feedback.
- Pupils in EYFS can access their learning through Tapestry.
- Additionally, pupils have been allocated passwords and can access other online resources such as Purple Mash, Times Tables Rock Stars and SeeSaw.
- Teachers share relevant Apps and online resources regularly with pupils, parents and carers.

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:

- Where families have a barrier to access they may loan a laptops from the school.
- Currently wireless routers are available along with increased data limits for mobile users through Government schemes which we have signposted.
- Our IT support leader (Mrs Jan Brien) is readily available to provide direct support to families as and when needed.
- Printed materials and hard copies of all learning are available on request and can be collected from the school office.
- Pupils can submit work to their teachers in an envelope marked for the teacher's attention to the school office.

How will my child be taught remotely?

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

We understand that remote learning is challenging and that it will be different for each family depending on their own unique circumstances. Our teachers both record their own lessons and share other pre-recorded lessons making them available to you to use throughout the day, allowing you the flexibility to fit remote learning around your family's needs.

- recorded lessons by class teachers
- pre-recorded lesson (White Rose Maths, Oak National Academy lessons)
- daily story/class book chapter read by class teacher
- printed paper packs produced by teachers on request.
- websites and television programmes that support the teaching of specific subjects or areas such as BBC bitesize/CBeebies.
- practical and physical tasks to complete at home
- Where appropriate to use, live teaching sessions (including 1:1 teaching and class assemblies).

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?

Our expectations are based on Government guidance and include the following:

- Children should be engaged in learning throughout the school day for the amount of time that is advised for their Key Stage (please see table above). This does not mean teaching time; rather the amount of time which children should be engaged in learning, including completing activities and tasks, engaging in lessons, researching and other independent activities such as physical exercise.
- Establish and maintain a good routine, so that your child knows when it is time for learning and time for a break or play.
- Designate a working space if possible, and at the end of the day have a clear cut-off to signal school time is over.
- Involve your children in setting the timetable where possible. It's a good opportunity for them to manage their own time better and it will give them ownership.
- If you have more than 1 child at home, consider combining their timetables. For example, they might exercise and do maths together.
- Make time for exercise and breaks throughout the day.
- Encourage your children to be independent in their work and to persevere with their learning – even if things become tricky!
- Support your child(ren) when you know that they have tried but remain stuck and praise them for their efforts.
- If you or your child(ren) are struggling, please get in touch with the school. We are here to help.

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

- Class teachers will monitor the engagement of each child on Microsoft Teams or Tapestry (Reception).
- Engagement will be recorded and monitored over time.
- Class teachers will make weekly wellbeing calls to families who are not engaging and see how school can help to support this and remove any barriers to learning.
- If engagement doesn't improve then the Senior Leadership Team will contact families.

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:

- Teachers will give daily feedback to individuals through Microsoft Teams and Tapestry (Reception).
- Use of short quizzes or other assessment tasks on Microsoft Teams.
- Use of whole-class feedback at the beginning and end of lessons.
- Teachers are not expected or able to provide the same level of feedback as would be available in the classroom environment. They will use their judgement to decide when and how feedback would have the biggest impact, always being mindful of their workload.

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:

- Children with an Education, Health and Care Plan (EHCP) are entitled to attend school.
- Differentiated work is set through Microsoft Teams and Tapestry (EYFS).
- Parents will be signposted to extra resources and support for SEND children.
- Children with support plans will have them updated appropriately to support learning at home.
- We are available to provide support and guidance through telephone, email and if required virtual meetings to discuss and resolve any concerns.
- Where appropriate and possible, provide children and groups of children with live online learning and social interactions with staff they know well and who know and understand their needs.
- Collaborate with wider agencies such as paediatric speech and language therapists, Early Help and Children's Services to provide additional or enhanced support if families are in need.

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?

- Children receive the same quality of education if they are self-isolating.