

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?

During the first day, a limited amount of work will be available on Google Classroom for our children. From the beginning of the second day, the child's full timetable of lessons that they would have in school will be provided for the children. This will be communicated through Parentmail.

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?

Based on the children's normal lessons they would have during the week, the work provided will follow these statements:

- We teach the same curriculum remotely as we do 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 aspects of maths that require more physical objects to learn may be moved to later in the year and some science investigation skills may be moved to later in the year in the hope of a return 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 2	4 hours (this may comprise some independent extension activities e.g. Sats companion)
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Accessing remote education

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

All of the work will be outlined daily through Google Classroom. There will be a timetable and wellbeing check post each day that signposts how to access the work. Some will be set in the assignments section, other posts may signpost alternative websites for the activities. Most commonly, these will comprise of Purple Mash or TT Rockstars.

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:

Following our questionnaire in the Autumn term, we have identified all pupils who do not have access to the internet or internet enabled devices. These families will be contacted within the first 2 days of the closure of schools or a bubble to see if they would like to borrow a laptop. The remaining laptops are then offered on loan to any children that we identify through our welfare calls that will benefit from a laptop loan. This may be due to sharing devices within the home or old devices being used that aren't conducive to online learning. Children who don't have internet access will be lent wifi dongles during the closure and will have this set up on a laptop for them. Where these avenues are exhausted or the children live in a location that they can't effectively use the mobile wifi devices, we will provide a paper pack of work for the children to complete.

How will my child be taught remotely?

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

We will be using a combination of pre-recorded content from our own teachers and trusted partners. This includes websites such as: White Rose Hub Maths and Oak National Academy. We will also set some independent research tasks in lessons where the focus is on gaining new knowledge.

Following feedback from a sample of parents, we are not using live lessons at the moment due to:

- Sharing of devices within households
- The internet usage within a house where multiple devices are using the internet at the same time (e.g. secondary school siblings and parents working from home)

This is something that is under constant review and any changes will be communicated with our parents through Parentmail.

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 understand that our parents time is going to be in high demand with some working from home, other children and other commitments e.g. caring for others. With this in mind, we have used Google Classroom for our homework platform since September to develop the children's independence. For those children who have not used this or still require some support, we would like the parents to help the children understand how to use this tool. We will post videos onto our website to show how to use the different tools.

We expect children, as a minimum, to complete:

- The wellbeing question
- The English, Reading and Math's assignments

We also expect the children to complete all other lesson activities for the day however, we understand that different families will have different circumstances and we encourage the parents to communicate with us if there are any challenges in completing work.

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

The children's work will be marked daily and therefore, children who aren't completing work more than one day in a row will be highlighted to our learning mentors. The learning mentors will then coordinate a welfare call to the parents from themselves or one of our teaching assistants to check that everything is ok and offer support where possible.

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:

We value the work our children do and we believe that if they have put effort into learning a new skill or presenting their knowledge, it is imperative that we recognise this. We will therefore mark all children's work the day after it has been set. If work is late, we can't guarantee that this will be marked. This feedback will comprise of what they have done well and whether there are any areas they need to improve. Feedback on the wellbeing post will happen on the day that it is set.

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:

For our children that have special educational needs and disabilities, we are setting individualised work that, where necessary and possible, works on the child's EHCP targets. The work will be set dependent on the child's needs by the child's teacher. Where these children require any support to access the work, we are expecting the parents to log their child in to the assignments. These children may have more welfare calls than others.

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 children that are self-isolating will have work set daily on Google Classroom. This will follow their learning objectives that they would be taught as closely as possible. This will use links to pre-recorded content such as: White Rose Hub Maths or Oak National Academy. These children will be given daily feedback.