

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?

In the first day or two of being sent home, pupils will be directed to the school website to access pre prepared activities for reading, writing and maths and activities from high quality providers including Oak Academy and BBC Bitesize. This is to support learning while parents get to grip with Google classroom logins and how work is to be accessed and submitted for a child upon their first full day of remote education. Teachers will endeavour to have bespoke work prepared for children to access either online or in paper based form from the next day following notification of remote learning. In some classes the learning may be readily available if a parent is familiar with Google classrooms.

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, for children accessing paper based learning, we have needed to make some adaptations in some subjects to support those pupils who have not got access to the internet and therefore no access to 'live' teaching. For example, pupils may have additional information sheets, scaffolding prompts or adapted activities.

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 (More is available via remote learning Tab for revision and consolidation purposes, should a
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	parent wish their child to access more)
Key Stage 2	4 hours (More is available via remote learning Tab for revision for revision and consolidation purposes, should a parent wish their child to access more)

Accessing remote education

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

All pupils in Years 2 to 6 have a Google Classroom account, accessed from the link button on the school landing page. Details of this have already been provided to the children. They will access learning daily, by logging into their classroom at 9am, 11am and 1pm during large scale closure. If the school is open to all children in their year group, lessons will not be 'live' and pupils will be free to access learning as parents require them to.

Pupils in Nursery, Reception and Year 1 will have access to an online 'Padlet' containing links to high quality videos for example Letters and Sounds DfE phonics videos, as well as live pre recorded lessons from class teachers to support Reading, Writing and Maths activities and links to providers, such as The Oak Academy. These 'Padlets' are located via the schools remote learning tab.

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:

Lending of school owned laptops and iPads. Parents will be required to sign a leasing agreement and return the device when their child returns to school

Providing SIM cards with 30G of data to those parents without WiFi or sufficient data to access remote learning so that they can tether the sim card to their device

Providing parents with WiFi codes to access local BT WiFi hotspots if their postcode falls within the accessible area

Providing parents with 4G routers (when/if these become available to school) to allow them to access online learning on their own/school device

Specific class emails have been setup to enable parents to email teachers for support and to submit work and receive support/feedback if they are not using Google classroom etc.

Providing parents and pupils with paper based learning materials if requested. These will be provided on a weekly basis and parents will be required to return the completed packs weekly for teachers to provide feedback to the pupil.

If parents are unable to collect due to isolation etc, school will post/deliver paper packs to the house to ensure remote learning can continue.

How will my child be taught remotely?

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

Our teaching approaches include:

- Three daily live teaching for pupils accessing online learning where the majority of children are not in school
- Recorded teaching for example Oak National Academy lessons, video/audio recordings made by teachers
- Printed paper packs produced by teachers including teaching flipcharts and Power Points
- Textbooks and reading books provided by the school
- Reading books pupils have at home and on websites recommended by the school
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

It is our school's expectation that pupils engage with remote education daily. This is to ensure that children access continuous sequential teaching and have the opportunity to build upon existing knowledge and skills and also consolidate both of these. Where work is not being completed, the school will contact you to offer support by email and then phone to ensure its expectations and accountability are understood.

For pupils in Nursery, Reception and Year 1, examples of children's work should be emailed to the class email account so that the teacher can provide feedback and offer further support or guidance of needed.

For pupils in Years 2 to 6, pupils should access live teaching sessions and then complete all assignments set for each lesson. Pupils will be encouraged to participate in live lessons using the medium chosen by the teacher for example the chat function or by speaking using their microphone.

Pupils in all years should engage in daily reading, and records of this kept in their reading records.

We ask that parents support their child with their remote learning as often as possible or as is needed. Parents should ensure that their child is accessing their learning daily, completing work/tasks/activities to the best of their ability.

We ask that parents set routines with the child, encouraging breaks as necessary.

We ask that parents provide their child with a suitable place to complete remote learning, where possible a table to work at and that parents supervise their child, especially when accessing the Internet.

Where children are unable to access their remote learning for a specific reason, parents should inform the class teacher via the class email accounts. They should also request help and support via this email account for their child, should they need this.

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

For pupils in Nursery, Reception and year 1, we ask that parents email in work that their child has completed on a daily basis. For children accessing paper packs, they too can email work if they have the ability to do this or alternatively, return the completed pack on a Friday for the teacher to complete feedback for.

For pupils in Years 2 – 6, teachers will monitor daily all pupils who have accessed the online sessions and submitted work via Google Classroom.

When work has not been submitted by the deadline the previous day (6pm) an email will be sent to the parents reminding them that the missing work needs to be submitted and offering support if needed.

If work is still missing after the chasing email, a phone call home will be made to discuss reasons with the parent for missing work and further support offered. If following this phone call there is still no work/little work submitted, a member of the leadership team will phone parents to discuss reasons for non completion of work and to put a plan of support in place for the child if needed.

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:

Pupils will receive feedback on their work regularly and on most occasions, daily. This may be in one of the following forms:

- Individual feedback through written comments on work either electronically through google classrooms, emailed back to parents or hand written for children accessing paper packs
- Quizzes
- Whole class feedback via email or on the Google Classroom class 'stream'
- Verbal feedback during telephone call with class teacher
- Feedback via the 'chat' function on Google classrooms

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:

All pupils with SEND will be provided with work by their class teacher which is accessible for them and supports their individual needs, as it would in class. Some children will also be provided with an activity pack containing resources to support parents and carers with the deliver of activities, giving practical resources and suggestions for ways to support their child at home with remote learning.

For those children not able to collect work packs, these will be hand delivered or posted weekly to the parents/carers.

All children with an EHCP, after all options to make sure a child are in school are exhausted, will receive a weekly video message from their key adult in school, delivering an activity or reading them a story so that they keep contact with a familiar adult in school. The adults will also provide weekly calls/video calls home to talk to the children and offer parents support if needed.

For younger pupils, we will provide a careful balance of digital/paper based resources and suggestions as we acknowledge that younger children may struggle more so with digital resources. All activities will be in manageable 'chunks' for the children to access both independently and with support from an adult at home.

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?

If a child is self isolating, they will be directed to the school website on day one of notifying the school and asked to access lessons via high quality websites including oak Academy, BBC Bitesize sessions etc. This is to support learning while parents get to grip with Google classroom logins and how work is to be accessed and submitted for a child upon their first full day of remote education.

On day two of their isolation, teachers will provide a bespoke pack of work for the duration of their isolation period which mirrors that of the work their peers will be doing in school.

Depending upon family circumstances, they may be provided with a school electronic device (either a laptop or an iPad) or a paper pack of work for them to complete at home.

Expectations on returning of work are the same as for when entire cohorts are isolating, where pupils will be required to submit work daily and will receive feedback daily from their class teacher or Teaching assistant.