

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?

Remote education provision available immediately can be accessed via online materials such as Mathletics, Times Table Rock Star, School 360 Resources, IDL and Oxford Owl literacy programs if age appropriate. Your child should have received their individual logins for these programs at the beginning of the school year. Other online links are available in a range of subjects on the school website under School Closure headings.

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 may have to make some adaptations in some subjects. For example, music – children will not have access to their instruments or in design technology, art and physical education, where resources may not be available for use 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:

Primary school-aged pupils	Following national guidelines for primary schools:
Early Years	One hour directed teaching with additional independent child initiated activities.
Key Stage One	3 hours a day, on average, for Year 1 & 2
Key Stage Two	4 hours a day

Accessing remote education

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

For our Reception children, the school uses School 360 Busy Things supplemented with a Google Drive link for parents to access directed work for children. Google Meet also supports remote learner and teacher interaction.

In key stages 1 & 2 School 360 Google Classroom is used. Children are provided with secure log in details to access the bespoke work set by their class teachers. This system allows teachers to set work, monitor engagement, provide feedback and arrange Google Meet sessions to support social interaction and well-being.

Parentmail will be used for electronic communication with parents.

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:

- Children have been offered digital devices provided by the school to access the digital platform. School supports requests for mobile data following the Government Scheme if parents do not have fixed broadband.
- Our main approach for all children will be to provide daily materials that will match the work being covered in the curriculum at that particular time. These activities will be available on the digital platform. Parents who cannot access online materials may request hard copies of the packs from the school office.
- Pupils can send any completed work to their class teacher via submitting their work on the digital platform. Alternatively, work can be emailed to their class teacher or by completing and returning the hard copies when completed and feedback will be provided appropriate to the age of the child.
- Children who do not have access to a laptop or computer can borrow one from the limited stock available in school for the period of isolation if it is required to complete the set work. This is a limited stock. Parents who require devices that enable an internet connection (for example, routers or dongles), can contact the school office to arrange for a device.
- Criteria for technology allocation: (A suitable device is classed as a laptop/chrome book, desktop computer or tablet.
- 1. Children on free school meals who do not have a device at home and are therefore classified as disadvantaged.
- 2. Children not attending school on site, on any day of the week and have no device in the household.
- 3. Children not attending school on site, each day of the school week and have no device in the household.
- 4. Year 6 pupils who have limited use of a device and more online tasks and in preparation for High School.
- 5. Families who are sharing one device between a household.

If there are children in categories 1-2 and school cannot provide a device, they may be offered a place in school as they may be considered vulnerable.

How will my child be taught remotely?

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

This suggests the range of approaches we use to teach pupils remotely across the key stages and age ranges.

- Our main approach will be accessing the online materials provided daily by the class teacher via School 360.
- Reading books pupils have at home and links to Oxford Owl e-books
- Recorded teaching (e.g. Oak National Academy lessons, White Rose, Read Write Inc) or class teacher's recorded videos.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Suggested practical activities.
- Due to all of our staff providing face to face teaching full time, there will be no live streaming of lessons.
- Group Google Meets to allow for social interaction and face time with the class teacher.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) where there is a lack of technology.

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 the younger the child the more help and support is usually required to support your child's learning at home. This is also true for those children with a special educational need.
- Our expectation is that parents and carers establish a routine to support your child's education at home and ensure the work set is completed (wherever possible) and returned or submitted electronically before or at the point of their return from self-isolation or on the day specified by the class teacher during longer periods of school closure.
- We understand parents may find the remote learning challenging due to personal circumstances. Where this is the case, we ask parents to prioritise mathematics and English tasks.

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

- If the class teacher is available (i.e. not poorly) they will make contact via telephone and/or Google Meet at least once a week to check on pupils' engagement with remote education.
- Completion of work can also be monitored via School 360 by the class teacher and Headteacher.
- Parents can submit children's work once completed and feed back to the child's class teacher on any issues or concerns. This is also supplemented with a digital platform monitoring system.
- Where engagement is a concern, parents and carers will be informed by telephone or email to discuss further and try to provide support.

How will you assess my child's work and progress?

Feed back can take many forms and may not always mean extensive written comments for individual children. For example, questions 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:

- Feedback either verbally via telephone to the child, written comments on work or e-mails with comments will be used.
- How often pupils will receive feedback on their work will depend upon the particulars of the work set and period of isolation. Daily mathematics and English work submitted will receive feedback.

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:

- We will work with families to deliver remote education for pupils with SEND by offering any additional advice or support required. Some tasks may be differentiated or adapted to support your child's needs at home. This will differ depending upon the needs of the child. The class teacher or special educational needs coordinator can provide further assistance if required.
- Some pupils may be offered assisted technology to support them with their remote learning.
- For primary school-aged pupils, we will work with families to deliver remote education for younger pupils, for example those in reception and year 1, by providing practical learning options if appropriate and supporting parents through discussion or email where necessary.

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 teacher will send to the parent those parts of the lessons taught in school that can be adapted for home use as part of a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback where possible.

This may be delivered through School 360 where appropriate.

The information stated in this document will be reviewed in light of changing circumstances and Government guidance.

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