



## **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**

#### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- The school may need to switch to remote learning at short notice. On notification of the need to offer remote provision, teachers upload age-appropriate learning tasks for all relevant pupils.
- There will be a timetable of learning activities for each day.
- A pupil's first day or two of being educated remotely might look different from our standard approach, whilst we take all necessary actions to prepare for a longer period of remote teaching.

#### **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 will endeavor to teach the same curriculum remotely as we do in school wherever possible. However, we may need to make some adaptations in some subjects. For example, science lessons may need to be more project-based. Art lessons, for example, may be adapted to make recourse to resources and materials available 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:

Key Stage 1	3 - 4 hours of directed learning.
Key Stage 2	3 - 4 hours of directed learning

## **Accessing remote education**

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

The school will use two platforms to conduct all teaching and learning:

- KS1/Foundation Stage – Class Dojo
- KS2 – Microsoft Teams

### **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 access to the internet at home. We take the following approaches to support those pupils who do not have provision to access remote education:

- Where possible, the school will provide printed copies of materials. (The school may, however, not be able to provide printed resources, as it may be necessary to restrict numbers of individuals visiting the school.)
- Pupils who qualify for the school's Pupil Premium Grant may qualify for support with purchasing a computer or other device for learning, such as an iPad. Registered pupils are known to the school and the school ensures that pupils who qualify have access to such arrangements (e.g. via letters, communication with parents, etc.).

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

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

- The school will take on board a blended approach to teaching and learning. This will include providing a mixture of short videos/clips, independent study tasks, learning via recommended websites such as BBC Bitesize and the Oak Academy, etc.
- Teachers will not undertake live teaching, although they may choose to upload short pre-prepared clips to aid learning.

## **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 expected that pupils engage in remote learning on a daily basis during the school working week. Pupils are not expected to access on-line learning during the weekend or during holiday periods.
- Whilst a suggested timetable of learning will be made available, it is understood that some flexibility may need to be adopted; for example, due to parents balancing work commitments and supporting their child with home learning, or the need to respond to the learning needs of two or more children, etc.
- It is anticipated that pupils will need the support of the parent/carer to ensure learning tasks are completed. Older children, for example children in Years 5 or 6 should be able to complete their online learning with greater independence, although it is anticipated that parents will be 'on hand' to support and ensure their child remains safe whilst they are online.
- Teachers will provide regular feedback to submitted work via the messenger features of the learning platform. This is personal to the child and will not be shared with other learners. Feedback may also be provided via telephone.
- Teachers are only required to provide feedback during the normal school day.
- The class teacher, or other delegated adult, will routinely 'touch base' by telephone to ensure that there are no additional needs and provide relevant support, where appropriate. For example, if a child has special educational needs or other learning needs.
- To support parents and pupils, a designated adult will be available via the school's phone number to answer questions about daily learning tasks.
- Teachers may also provide individual pupil reading conferencing via the telephone.

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

- Your child's work and online engagement will be monitored by your child's class teacher, or other delegated adult.
- If your child is not engaging with their online learning, you will receive a follow-up phone call from the class teacher or other delegated adult to ascertain why and offer relevant support.
- Online activity on the learning platforms will be monitored in line with the school's behaviour and safeguarding policies.

## **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:

- Regular feedback by the class or nominated teacher will be given as soon as possible. Staff will provide regular motivational feedback online. This will typically include short commentary including suggestions for improvement. They may, where relevant, provide follow-up conversations via telephone.
- Feedback will be age-appropriate.
- Pupils may be provided with the answers to questions; for example, in science or maths, or for reading comprehension. Pupils may need to self-mark with the support of parents. There is an increased emphasis on self-marking in upper Key Stage 2 (Years 5/6).
- Pupils who show high levels of engagement and/or attainment may be put forward for weekly on-line congratulations awards. These are presented virtually on Fridays via the Congratulations Assemblies. Certificates are then posted to individuals.
- Teachers will monitor pupil activity to support and plan subsequent learning activity as part of a sequence of learning.

## **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:

- Most pupils will follow broadly the same curriculum offer, relevant to their year group.
- For some pupils, e.g. children with SEND and children who have a My PLAN/My PLAN+, there may be a need to adapt learning tasks. Your class teacher will stay in contact with you via telephone and on-line communication to ensure that learning tasks respond to your child's needs.
- Where possible, provision will be made to support your child work towards relevant My PLAN/My PLAN+ targets.
- Pupils who are deemed vulnerable, such as pupils with SEND who have an Educational Health Care Plan (EHCP), may well qualify for in-school provision as part of the school's offer for Vulnerable and Key Worker Children. Please discuss this with the Headteacher/SENDCo.

## **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?**

- Should pupils need to self-isolate during a Lockdown, due to a confirmed or suspected case of COVID, pupils will be directed towards remote learning platforms. Again, a blended approach is taken, although there will be a stronger emphasis on independent and self-directed study. The focus will be on completing learning tasks in the core subjects of English and maths. For non-core subjects (e.g. history, geography design technology, etc.), pupils will be signposted towards appropriate learning tasks. This may include websites.
- Teachers will endeavor to signpost learning in a timely manner. Please be aware that your child's class teacher, however, will most likely be teaching during the school day. He/she will respond to the request for online learning as soon as possible.