



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?

For the first day of remote learning (If informing the school on the morning of the first day of isolating) children will be asked to access the 'First day of isolation' pack from their class webpage. This will include activities to complete on TTRockstars, Spelling shed and a literacy task. If we are aware of your child's isolation then remote learning communication for this day will be through SeeSaw

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.

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	4 hours a day
Key Stage 2	5 hours a day

Accessing remote education

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

SeeSaw, Tapestry, Zoom, TTRockstars, Oxford Owl, Spelling Shed, Literacy Shed, White Rose Maths, Read Write inc. phonics, Number blocks, Charanga, CLPE.

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:

Parents are surveyed through Google forms as soon as announcements are made to ascertain any needs for devices. Information is collated, passed on to staff and Computing lead to organise distribution of any devices to families who need them.

We are in the fortunate position to provide devices to families who have more than 1 child but only 1 device.

We have accessed DFE technical support to obtain 3 new laptops to further support families in need of technology.

We currently have not needed to provide internet dongles etc. to families as nobody has reported difficulties within this area.

Our ICT support have ensured our devices are wiped clean of previous history, contain the relevant antivirus software, serial numbers are logged then family members are

requested to collect and sign for devices. Office staff keep the paper work trail of devices signing in and out of school for insurance purposes.

All families are offered support through SeeSaw and Zoom.

Prior to Lockdown, all children have been taught and trained how to use Zoom and SeeSaw. All teachers have set homework and classwork using SeeSaw so children become familiar in case of partial school closure.

How will my child be taught remotely?

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

- Each class will have 2 live lessons per day for all children
- Oak National Academy used to support daily teaching as and when needed
- White Rose teaching videos are used to support daily teaching
- Bespoke resources made by teachers to meet the needs of specific groups of teachers
- SEND live lessons to cover all individual children's plans.
- Printed paper packs produced by teachers when needed
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Continued use of Thirdspace tutoring programme for Maths.

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 expect all Children to access all remote learning from home where possible.
- We ask parents to communicate with school any difficulties they are having and support would be readily offered.

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

- Staff monitor and record participation and make regular phone calls to support, guide and ensure that all pupils are accessing their remote learning.
- Phone calls will be made to families who are not engaging with home learning and not communicating with school to ensure support is given.

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:

- Feedback is given directly through Seesaw on work uploaded. This enables the teachers to adjust their teaching and learning so all pupil's needs are met according to their ability and therefore make good progress.
- Follow up live Zooms are planned and delivered to support children who are finding any areas difficult (identified through uploaded work, communication through SeeSaw and live teaching sessions)

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:

- Reception Children will also have 4 shorter lives each day and age appropriate tasks set for children throughout the day
- SEND children will receive 1-1 live sessions where appropriate to support their individual learning programme
- Children who have an EHCP Plan are invited to be in school if this is not possible then separate 1-1 sessions are offered where appropriate.

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 who are self-isolating and well will access the same remote learning as their peers.