Remote education provision: information for parents

Introduction

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.

1. 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.

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

On the first day of remote education your child will have access to a day's worth of learning activities which are inline with expectations and curriculum for their year group. This can be accessed online on the school website. If you require a paper copy please contact the school office and we will organise getting one to you.

1.2 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 have needed to make some adaptations in some subjects. For example;
  - Access at home to resources for practical Science investigations, Art, DT, music lessons or PE may not be available in the family home (We do try and provide materials as far as possible to keep the curriculum aligned).
  - Group or partner work will be more challenging in the home environment
- Learning will continue to be planned sequentially and inline with Year group expectations
  - Some times work may need to be revisited and consolidated

2. Remote teaching and study time each day

2.1 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 a day across the cohort with less for the younger children
Key Stage 2	4 hours a day

3. Accessing remote education

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

Learning will be presented using the Google Classroom platform. Children (or parents if the children are in EYFS/ KS1) can submit (hand in) their work using this platform or share the work via the year group email addresses.
Websites such as TTRS, Lexia, Education City, Oxford Owls, Read write Inc and Reading plus will also be used by the children and they have their own passwords for these which are shared with them.

3.2 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:

All children will have access to dongles to provide them with internet access. Children will also have access to loan a chromebook or tablet from their school.

Requests to loan Chromebooks and / or dongles can be made through the school office and these can either be collected or delivered if parents are unable to come to the school to collect e.g. if the family is isolating.

An agreement must be completed by the parents to agree to the conditions of the loan of the Chromebook and / or dongle.

Support will be given to all families to enable them to successfully log onto the Chromebooks and access connection.

Paper copies of the work can be collected in advance of the learning (some are delivered as required) though we will be encouraging online participation for the best outcomes. All children are given exercise books with their login details clearly displayed, pencils, wipe boards and pens are available as well.

3.3 How will my child be taught remotely?

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

Remote Learning approaches in EYFS (reception classes) :-
- Live lessons - 2 per day (minimum) one of which will always be a phonics/writing/Reading session led by the class teachers
- Recorded teaching - either by the class teacher or using a quality online video resource eg Ruth Miskin RWI lessons (bespoke to the individual child) or White Rose Maths teaching
- Printed Maths sheets to support the online teaching (Number Sense)
- Printed Theme activities to support the online teaching
- Online Reading books - Oxford Owl RWI library and ebook collection

Remote Learning approaches in KS1 (Year 1 and Year 2) :-
- Live lessons - 2 per day (minimum) one of which will always be a phonics/Writing/Reading session led by the class teachers
- Recorded teaching - either by the class teacher or using a quality online video resource eg Ruth Miskin RWI lessons (bespoke to the individual) or White Rose Maths teaching
- Printed Theme activities to support the online teaching
- Printed Maths sheets to support the online teaching
- Online Reading books - Oxford Owl RWI library and ebook collection

Remote Learning approaches in KS2 (Year 3,4,5 and 6) :-
- Live lessons - 2 per day (minimum) one of which will always be a core subject area
- Live feedback and marking lessons through google classroom
- Recorded teaching - either by the class teacher or using a quality online video resource eg White Rose Maths teaching or Oak Academy
- Printed White Rose Maths sheets to support the online teaching
- Online Reading books - Reading Plus accounts, Oxford Owl RWI library and ebook collection
- Whole class reading books and Home Reader books
- Access to TT Rock Stars Maths accounts

4. Engagement and feedback

4.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect that the children will engage with the learning every day
- Each day there is a suggested timetable presented for the children to follow with the two live sessions timetabled at the same time each day.
- Parents are expected to offer support where possible but teachers recognise that parents may be working themselves from home or may not feel confident in supporting their child.
- Teachers can be contacted through Google Classroom, Year group emails or on the school telephone via the admin team in the school office. Teachers will support parents in engaging their children in the online learning and offer encouragement to the children.

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

Children's engagement in the learning will be checked each day by the class teachers.

If children are not attending live sessions or submitting work parents will be informed in the first instance by the class teacher via a telephone call.

A member of the school leadership team will contact parents via the telephone if their child is not accessing the learning offer to support the parent in enabling the child to continue their learning remotely.

If the school is unable to make contact with parents / carers this will become a concern and a home visit will be necessary.

4.3 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 will be given through either Google Classroom or response to a parent email.
  - Children should expect at least one piece of feedback per day but this will often be more depending on the learning that has been set.
  - Sometimes the feedback will require the child to respond to the feedback making improvements to their work.
  - Verbal feedback will be given to children during the Live lessons.

5. Additional support for pupils with particular needs

5.1 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:

- Children who are part of The Nurture Group will receive learning in school, they will continue to work towards their AQA awards
- Children who are on the SEND register at school will receive a telephone call twice a week from the classteacher / HLTA or teaching assistant to offer support to the parent

including adaptations that can be made to the learning if required
- Google Classroom will be used to direct appropriate learning to specific children where differentiation is required or individual bespoke learning will be prepared.
- Children who are accessing Speech and Language support from S&L will continue to receive this support remotely

6. 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.

6.1 If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Children will continue to have access to connectivity and Chromebooks as prior to the 2021 lockdown.

- Learning will be accessed via the school website. The child is directed to pre-planned learning (in both core and foundation subjects) appropriate to their year group expectations on the Trust website. Here there are recorded lessons for the children and links to online video resources as described above.

The provision will develop after lockdown to more closely align with the curriculum taught in school.

- Class Teachers will direct children to learning on Google Classroom which is aligned as closely as possible to the learning which is happening in the classroom. A learning pack will be provided with appropriate exercise books, reading books, learning materials will be provided.

Class teachers will feedback on submitted work via email or through Google Classroom. Class teachers will also contact parents via the telephone twice during the isolation period.