

## 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?**

On the first day of being sent home, children will be provided with workbooks/paper tasks whilst learning is being organised via the school's online learning platforms. Learning will then be available through the school's platforms (ClassDojo and Google Classroom) by the morning of the second day.

#### **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 need to make some adaptations in some subjects, for example, for the lessons which need resources that may not be so readily available within the home environment. Where possible, these resources will also be provided for families to access 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:

EYFS and Key Stage 1	Approximately 3 hours of learning will be provided.
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Key Stage 2	Approximately 4 hours of learning will be provided.
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Whilst these guidelines are set for children at home, the amount of learning and what is completed by the child will also depend on the needs of individual children.

### **Accessing remote education**

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

The school uses the online platforms: ClassDojo (for Reception to Year 3) and for whole school communication and Google Classroom (for Years 4 to 6). Learning will be posted there and children can submit work for review through these platforms.

In addition, intervention teachers or other school staff will provide small group/individual learning sessions via the tutoring platform Bramble or other online platform.

Reception parents and carers will also continue to have access to the Tapestry platform used within EYFS.

#### **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:

- In the very first instance we ask that families communicate with the school about access to the learning being provided- whether it be the content or the capacity to access it.
- The school has access to a limited number of Chromebooks and laptops for loan to families to support learning at home. We expect that some children in home settings may have to share devices and will allocate devices according to priority.
- The school will support eligible families with WiFi access through the DfE edutech provision.
- If families require printed copies of materials, a request can be made via the school office. This can be collected from school.
- Families can drop work off for submission to the school office in a marked envelope for the class teacher.

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

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

- Good morning welcome sessions to start the school day
- live learning sessions (online lessons for groups and individuals at designated times during the week)
- recorded teaching – this may be through Oak National Academy lessons and video/audio recordings made by teachers.
- Prepared learning slides
- Printed paper packs, workbooks and reading books
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Weekly dance and music sessions from specialist teachers, where possible
- Project work

It is important to recognise that the experience of the lesson in the classroom compared to at home, is very different. Classroom lessons work by the nature of their live interaction that is extremely difficult to replicate through live streaming. Characteristics of good teaching are more important than the medium of delivery, be that in a live classroom or through other such remote provision.

## **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 children to engage daily in the learning we are providing. In order for this to happen we ask parents to:

- Ensure a routine and expectation for learning is set up.
- Ensure children have the resources they need to do the learning.
- Support the children in understanding or giving clarity to what the learning is if this is not clear.
- Communicate problems or issues with the class teacher or school, immediately through Class Dojo, Google Classroom or via the school office.

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

Teachers will keep a daily register of attendance during live sessions and through the submission of work to the online learning platforms.

Where engagement is a concern:

- The class teacher will make contact with families by phone each week.
- If engagement continues to be a concern, a member of the school senior leadership team will make contact to ascertain how the school can help further.

**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:

- Daily interactions with the class teacher via ClassDojo and Google Classroom.
- Individual marking of work submitted.

**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:

- Modify class learning activities so it is accessible to the child's ability
- Personalised provision packs and learning for individual children provided
- Weekly contact from the Inclusion Leader to families, to support with provision and adapt accordingly
- Opportunities for children to hear stories read by school staff.

### **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?**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will be provided by the class teacher and will mirror what the class is doing in school. This will be available by the morning of the next day by the latest. Pupils will be asked to submit learning through the existing platforms.