



**Remote education provision:
Information for parents**

Spring 2021

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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?

In the event of a class bubble having to isolate for the first day, pupils will be emailed some work to complete independently whilst arrangements are made for remote learning moving forward. We would hope in most instances that our full remote learning offer (see details below) could then be activated from day 2, however in some instances such as a class teacher themselves becoming unwell this may begin from day 3. During these initial days parents will be advised of an email contact should they have any concerns or work queries.

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, class teachers may use alternative links and/or suggested materials/resources to support pupils working from home including some pre-recorded teaching. Substitutes may be suggested for resources parents may not have readily available.*

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 | <i>3-4 hours</i> |
| Key Stage 2 | <i>4-5 hours</i> |
| Key Stage 3 and 4 | |

Accessing remote education

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

The two main platforms are Purple Mash and Zoom Live Teaching. Additional regularly used on-line materials include: Oak Academy, BBC Daily, TT Rock Stars, Charanga, Phonics Play. Full lists of signposted sites and resources can be found on the schools App.

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:

We are committed to ensuring every child can participate in daily live lessons.

We have loaned laptops to any families who have advised they do not have the facility for their child to dial in remotely. We have also lent further laptops for research and children to complete their work on where children have been sharing devices with siblings.

If any families are struggling for device access they should contact the school office or their class teacher in the first instance to see what support, we can provide.

How you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information

We have provided details to parents about the DfE remote learning internet support available to them including increasing data allowances on their home broadband and likewise on mobile devices for pupils eligible.

Again, any parents experiencing technical difficulties should contact the school for support.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- *live teaching (online lessons) These are in a ZOOM format. Year R-5 there are a choice of 2 daily AM sessions – 9.15-9.45/9.45-10.30, and 2 afternoon sessions 2.30-3.00/3-3.30. Year 6 have 3 x teaching sessions per day.*
- *Class R and 1 both have live phonic sessions on a daily basis led by their class teachers via Zoom.*
- *recorded teaching – Oak Academy, YouTube, BBC Bitesize*
- *pdf printable paper packs produced by teachers, White Rose Maths. Work packs are emailed directly to parents from the class teachers. These will include a daily over-view along with supporting materials which are explained during the daily Zoom calls in the morning.*
- *Reading at home - we have provided links to good quality reading materials to support pupils during lockdown (available on APP from English Lead)*
- *Mental Health and Emotional Well-being resources (available on APP from Emotional Health Lead)*
- *Every Friday afternoon we have ‘Foundation Subject Star Tasks/Challenges’ – These are foundation subject specific tasks set by the subject leads which the children are encouraged to select one each week. These are for all of the foundation subjects, children have 2 hours to complete a task and then they are encouraged to send it in to the subject leader. Each child then receives an electronic certificate and the subject leader’s favourite is published on the weekly newsletter.*

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 believe it is vital to work closely with our parents to fully support our pupils with remote learning.

We expect our parents to facilitate the children's remote learning the best they are able. We understand that individual home circumstances vary, and therefore we have devised a remote learning programme which we believe will provide routine and structure for our pupils' days, but likewise the flexibility and range of learning types to keep our pupils busy and engaged.

We expect that unless alternative arrangements have been made that ALL pupils will engage with the daily zoom lessons.

We expect children to forward in completed work, photographs and/or videos they have completed for review by the class teacher, in order to help assess their progress and also inform their planning.

We expect our parents to utilise the facility to liaise with the class teachers and school using the email contacts provided. We also expect parents to engage with welfare calls with teachers and facilitating calls between class teachers and the children.

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

We expect every child to engage with remote learning every day. We have ensured all of our pupils have access to remote teaching and therefore expect to see daily attendance. In the instance that a child does not attend an AM session (unless an alternative arrangement has been made or the class teacher notified of a valid reason) class teachers will make welfare check up calls to parents to ensure everything is okay.

Efforts will be made to support parents to enable their child to access the teaching sessions. If these are not possible due to parental work commitments for example, alternative arrangements will be made to support these families on a case by case basis.

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 to pupils on a daily basis. As in school, feedback will come in various forms which non-exhaustive, may include:

Individual emailed/verbal feedback, whole class feedback, shared marking, individual marking (weekly spellings and timetable grids) and scores reported, certificates, pop pom rewards, certificates and stars of the week awards.

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:

- *Telephone calls between class teachers and parents to provide support and advice on tasks set for pupils and the techniques/approaches used in school.*
- *Supportive resource pack provided for pupils*
- *Fortnightly calls from SENCo for all pupils with an EHCP and One Plan in addition to class teacher welfare calls.*

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?

In the event of an individual pupil having to self-isolate, a work pack from the class teacher will be emailed from the school office on their first day of absence containing work for the week which will relate to that being taught in class. From day 2, the class teacher will make daily welfare check in calls to see how the work is going, whether they need any support and to encourage them to forward in their work for review.

The work set will be similar to those pupils being taught in school wherever possible.