

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?

The first 24 hours of absence is covered by the work provided in the **24-hour Learning Pack** which is detailed on the remote learning pages, reception, key stage 1 and key stage 2 on the website.

For Reception children this includes ideas for all 7 areas of the EYFS curriculum, children in Key Stage 1 and 2 have maths and English activities along with others areas of the curriculum. A suggested timetable is included with approximate timings with sessions. Links are provided to online learning activities such as Espresso, Purple Mash, Collins ebooks and Doodle Maths.

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?

What will this look like if the whole school is closed, or a class bubble is self-isolating?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, this may need to be adapted dependent on the activity and the resources involved, e.g. P.E, art, science.

When providing remote learning, teachers must be available between 9.00am and 3.00pm unless unwell.

During a lockdown where only vulnerable children and children of keyworkers attend, classes will be set up to suit the numbers of children present and staff availability.

The class set up is likely to be one class less than usual at KS2:

Elm - Reception/Year 1 Ash - Year 1/2 Beech - Year 3/4 Willow - Year 5/6

The usual class teacher(s) will set work for the children learning remotely, however, the class mix in school is likely to be different. One class teacher will oversee the in-school teaching for the year 3 and 4 group whilst another class teacher will oversee the in-school teaching for the year 5 and 6 group. This will be supported by the other KS2 teachers.

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:

Reception	3 hours (including play-based learning)
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

- In Key Stage Two, work will be set using *Google Classroom*.
- In Key Stage One and EYFS, this will be set on the *E-Schools* learning platform.

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:

- *School Chrome Books* can be loaned to pupils requiring a device to support home learning. Parents will be asked to sign for the device to say it will only be used for home learning.
- If the internet is not sufficient and after discussion no solution can be found, school will provide printed materials and arrange how these will be accessed and completed work submitted.

How will my child be taught remotely?

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

- Work and activities may be taken from a variety of sources (pupil logins will be provided where necessary), and teachers are responsible for vetting the sites they use.
- Staff who share a teaching role within a class will work closely to aim for consistency where possible.

- Teachers can choose how they decide to set and communicate with pupils about work set, but will generally set one maths, one English and one other activity each day.
- All pupils also have access to the following online sites where activities will be set based on age and ability:
 - Doodle Maths
 - TT Rockstars (KS2 only)
 - Collins ebooks
 - Spelling Shed
 - Read Theory (KS2 only)
- All pupils also have access to the following sites which have a broad range of activities across all areas of the curriculum:
 - Espresso
 - Purple Mash
 - Jasmine PE
- Extra activities/suggestions linked to content available and linked to topics taught, e.g. live lessons Paignton Zoo/Plymouth Aquarium, BBC lessons

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?

- In KS2 children are expected to submit one piece of work daily via Google Classroom.
- In KS1 children are expected to submit a minimum of two pieces of work per week either via ESchools or Tapestry (reception).
- Each child learning remotely will be expected to attend a minimum of one Google Meet per week. This may be a taught session, e.g phonics, vocabulary session, listening to a story, or just a general catch up with tasks set and any issues that have arisen.
- Feedback will be provided through Google Classroom or E-Schools when appropriate.
- Parents are expected to support their children's learning by trying to set a routine that suits all family members and provides an adequate learning environment. Suggestions for timetables and extra activities have been sent out to parents via the weekly newsletter which are also available to the school website.

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

- Teachers will monitor attendance at *Google Meets* alongside submission of work.
- The headteacher will follow up any concerns made by class teachers.

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 provided through *Google Classroom* or *E-Schools* when appropriate.
- Teachers may also use *Google Meets* to feedback to children if required.
- Quizzes may be used to support assessment.

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:

- Providing their personal device from school to use at home.
- Contacting parents to support learning where applicable.
- Adapt resources according to need.
- Offer practical alternatives to support learning in the home.

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?

What will this look like if the class bubble is open but a child is self-isolating?

Initially the school will determine whether or not the child is well, and therefore able to engage with remote learning. If so, the following guidelines will be followed:

- Once the school have received information that a child will be absent from school due to self-isolation, they will begin setting work on the second day of absence.
- During the first day of absence, children of all ages will be encouraged to self-select from the 24hour learning pack available on the school website - learning tab - remote learning.
- For children in EYFS, work will be set using E-Schools and will be made up of a list of activities that can be completed across a given week. The parents will be encouraged to help their child login every day however, to check for messages from their class teacher.
- In KS1, work will be set via E-Schools every day. This, where possible, will be similar to the work being completed by other children in school.
- In KS2, work will be set via Google Classroom every day. This, where possible, will be similar to the work being completed by other children in school.
- The school will make contact on the third day of absence should there appear to be no attempt to engage with the remote learning. Should there be barriers with technology, the school will discuss other means necessary of getting work to the child (e.g. dropping physical work to the door).

Keeping in touch with pupils who aren't in school and their parents:

- Emails will be checked during work hours and responded to in a timely manner.
- Teachers are to attempt to make contact with any pupil learning/working from home in their class at least twice a week.

Children accessing work

- It is expected that children will access the work set for them every day. This should be uploaded where required.
- If children do not access work, or reply to messages from school staff, the school will aim to make contact with the children on the third day.
- Should there be barriers with technology, the school will discuss other means necessary of getting work to the child, for example, dropping physical work to the door.