

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?

Across school, parents and carers have access to Tapestry as our remote learning online platform. On the first day of a pupil being sent home, the pupil's class teacher would make their learning available via this platform. If a pupil doesn't have access to a device or internet at home, a device with internet can be loaned or a paper learning pack will be provided.

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 aim to ensure remote education is integrated as an essential part of the school curriculum so it can be accessed alongside classroom teaching in the case of isolation or lockdown. The half termly planning overview is available on our online platform so that parents know where their child's home learning fits into the sequenced curriculum to ensure their work is meaningful. Teachers will continue to ensure every pupil receives quality first teaching through matching what is being taught remotely with learning in the classroom as well as providing differentiated learning where appropriate.

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	3 Hours English, maths, phonics and a foundation subject
Key Stage 2	4 Hours English, maths and a foundation subject plus additional online basic skills activities
Key Stage 3 and 4	N/A

Accessing remote education

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

Children can access remote education by using the online learning platform Tapestry. Parents and carers across school (EYFS – Year 6) have a Tapestry account and are able to access work posted by the class teacher. In addition to this, children across KS2 have access to a number of basic skills applications including Mathletics, Times Tables Rockstars and Purple Mash.

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:

As a school, we continually monitor parents' engagement with Tapestry and undertake weekly learning phone calls to support with remote learning at home:

- Where a family is unable to access Tapestry, devices to support home learning will be provided to families on a loan basis. In the case of an isolation, these will be delivered by a member of staff to the family home. A family will be asked to collect the device from school when in a lockdown. A device loan agreement will be signed and returned to a Deputy Head Teacher.
- If a family doesn't have internet connection, school can provide a Mobile WiFi device which has a pre-loaded SIM card.
- When a family is unable to access a device or Tapestry, the class teacher will provide printed materials, where this is an appropriate solution for the family.
- If printed materials have been provided, they can be returned to school on a Friday afternoon. The work can then be quarantined for a 48 hour period before being assessed by the class teacher. The class teacher will contact the child to provide feedback by telephone or Tapestry.

How will my child be taught remotely?

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

In KS1 and KS2 we provide remote learning via our online platform Tapestry. The medium term plan, including the topic focus, will be available on Tapestry so parents and carers can see how the curriculum is well-sequenced to ensure a progression of skills. Each year group will upload the following learning onto Tapestry each day:

- English lesson (RE on a Friday)
- Maths lesson – following White Rose Maths Scheme of Learning
- Science or foundation subject (geography, history, art, design and technology, music)
- Phonics session (age and stage appropriate)

The teaching slides for each lesson are uploaded as a pdf so parents can access and view them on any device. Some lessons will be sent as a video link where there is an audio element. Additional resources to support a lesson are posted as pdf documents. Each family has been provided with paper, pencil, pencil sharpener and other appropriate resources. Families have been invited to contact the school should they require any additional physical resources to complete remote learning.

In addition to the planned sessions, children have access to a range of basic skills applications which include Mathletics, Purple Mash and Times Tables Rockstars.

In our Early Years Foundation Setting, which includes pre-school, nursery and reception, we provide remote learning via Tapestry. The children's tasks are posted daily on Tapestry. In reception, there is a daily phonics session as well as writing, maths, story time, music and PE activities throughout the week. A range of approaches are used to support and engage children which include recorded videos by staff, White Rose Maths, Oak National Academy, Read Write Inc. and Cosmic Yoga. In pre-school and nursery, children's tasks include story time with their teacher, song time, phonics and appropriate messy play and motor skills activities.

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 acknowledge that there may be a number of barriers to accessing remote education at home. As a school, we aim to support parents and carers to be able to access the online learning through Tapestry.

We expect parents and carers to support their child to access Tapestry daily and for children to complete learning set by the child's class teacher. We acknowledge that ICT capabilities could be barrier to uploading work to Tapestry and therefore ask parents and carers to 'like' and comment briefly on posts to acknowledge they have completed the task. We encourage parents and carers to upload their child's learning to Tapestry so that the class teacher can respond and assess their understanding.

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

Ongoing assessment of each child's engagement with remote learning will take place daily by the class teacher. This ensures they respond to any immediate questions or concerns. Teachers will formally record pupils' engagement on a weekly basis. Each parent and child will receive a weekly learning phone call from the class teacher, teaching assistant or phase leader.

Where engagement is a concern, parents or carers will initially be contacted by the class teacher to support them to gain access to Tapestry or to offer the loan of a device. If engagement is still a concern, the family will be contacted by the Phase Leader. If there is no response to telephone contact an email will be sent. This will escalate to the welfare team if engagement doesn't improve, who will carry out a home visit.

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:

Ongoing assessment and feedback of each child's work will align as closely as possible with the schools' marking and assessment policy.

Class teacher's will provide daily acknowledgement and remotely assess a child's response to their learning, in alignment with verbal feedback and Assessment for Learning strategies in class. Each observation uploaded to Tapestry will be acknowledged by a 'like' or a short comment by the class teacher or teaching assistant. If there are misconceptions to address, this will be carried out through a more detailed comment or phone call home. Class teachers will provide answers to maths questions, if appropriate, at the end of each day to allow children to self-assess their learning.

Class teacher's will provide a more detailed 'quality mark' of maths and English once a week and fortnightly for RE. This should address misconceptions or extend learning and children are expected to respond to this via Tapestry.

Weekly learning calls home will give the opportunity to teachers to feedback on the work each child has submitted and give them targeted support as required.

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:

Parents and carers of children with SEND should access Tapestry for their child's learning. They will receive Quality First Teaching in line with SEND guidance with work differentiated by need, as it would be in the classroom. The resources provided online will be accessible for the children's needs.

For children with specific needs, practical resources will be provided for remote learning when required.

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?

If a child is self-isolating, their remote education will mirror our offer for a whole class isolation. Parents will access their child's learning on Tapestry which will mirror the learning taking place in school.