

## Remote education provision: information for parents

This information is intended to provide clarity and transparency to children and parents about what to expect from remote education where national or local restrictions require entire cohorts to remain at home.

For details of what to expect where individual children are self-isolating, please see the final section of this page.

### The remote curriculum: what is taught to children 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 remote education provision that will be made available immediately to children will include the following:

Access to National Oak Academy Maths and English sessions and links to Foundation subject activities linked to current year group theme covering age related expectations. These are available on the class pages of our school website and on children's eSchools page.

### 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.

### 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: 4 – 5 hours.

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| Reception and Key Stage 1 | 3 thirty minute live teaching and learning sessions, followed by a learning activity that will take anywhere between 30 to 60 minutes to complete. Additional activities |
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|             | include Phonics Play and Spring Home Learning choices.  |
| Key Stage 2 | 3 thirty minute live teaching and learning sessions, followed by a learning activity that will take anywhere between 45 to 60 minutes to complete. Additional activities include Reading Plus and Spring Home Learning choices. |

## Accessing remote education

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

eSchools Learning Platform.

Reading Plus platform.

Phonics Play platform.

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 children may not have suitable online access at home. We have taken the following approaches to support those children to access remote education:

- Laptops supplied to children with access issues.
- Routers with data packages supplied to children with connectivity issues.
- Printed materials including revision guides and class texts available for collection from school if required.
- Pupils can upload their learning via our learning platform.

### How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons) 3 times daily
- recorded teaching (Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (Workbooks and class texts)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and internet research 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?**

- Expectation for children's engagement with remote education on a daily basis
- Expectation of parental support in setting routines and an appropriate learning environment.
- Expectation that parents will support their child's education at home to the best of their ability given their individual home circumstances.

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

- Teaching staff will check children's engagement with live sessions by taking the register. They will also complete a register that the end of each day to record children who have submitted work based on follow up learning activities.
- Where engagement is a concern, parents will be informed via telephone on a weekly 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 children's work is as follows:

- Marking and written feedback will be used to support assessment of children's learning.
- Children will receive written and verbal feedback on their work uploaded.
- Teacher questions during live sessions and conversations with targeted children after live sessions will support ongoing assessment

## **Additional support for children 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 children, for example some children 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 children in the following ways:

- Additional support provided to these children by Teacher and/or Teaching Assistant at the end of the live sessions.
- Provide additional written and verbal feedback to these children.
- Appropriate differentiation of follow up learning tasks.
- Providing additional resources to support learning.
- Communicating with parents to help them in being able to support their children from 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?**

The main differences in the approach to supporting individual children self-isolating are that planned work will be provided that does not require the teacher to introduce the learning content or resources personally, due to teaching commitments back in school.

Work set will still be aimed at covering age-related expectations and will cover subject areas within the planned theme for the half term. Pre-recorded videos and online activities will be available and children will be encouraged to share and upload learning for the teacher to provide feedback at the end of the day / week.