

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 if 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 children in KS2 have been shown how to access Microsoft Teams and will be expected to be online at 9am the next working day. The children will also be provided work books and work packs to go alongside their remote learning, these will be handed in every Friday and exchanged for workbook 2 on a continuous cycle. In KS1 and EYFS the work home learning will be delivered via Class Dojo but staff will be recording and delivering teaching and phonics etc immediately. All parents / children will receive more information / if a group/class has to go into isolation.

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?

The same curriculum is taught remotely as in school. Every day there will be Maths and English, in the afternoon there will be one topic, science or R.E Lesson. It is important that the children are provided with an interesting, challenging curriculum when learning at home. In KS1 the Class Dojo lessons will follow on from what has been taught that day in school so teachers can see what misconceptions arise in the subjects that day and factor that in to their recorded delivery.

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:

Primary school-aged pupils	Teachers will deliver English and Maths on a morning and topic, Science or R.E. on an afternoon. How much teacher input is needed will change each day and session but will be at least 3-4 hours per day. After the face to face teaching the children will then have work to complete. This will be returned on a weekly basis and marked. The teacher will also be available for children and parents after these sessions.
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Accessing remote education

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

When children have to work remotely an information pack will be provided which will include passwords and websites which can be accessed at home to aid learning.

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:

Any children who do not have access to a computer will be provided with one from school. We will also support parents with Wi-Fi and any technical support they may require. If there are parents who do not wish for their child to be taught online or if there are any technological issues, there will be paper based work packs provided linked to what children are learning in class.

How will my child be taught remotely?

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

- live teaching (online lessons) KS2
- Class Dojo videos KS1
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips/sequences or YouTube.
- Online resources such as Mathletics, Reading Plus etc.
- Project work and/or 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?

Children will be expected to be ready to learn, signed onto their TEAMS and dressed appropriately. They will follow school rules and taught online behaviours and the school behavior policy will work in the same way with warnings and consequences.

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

Parents will be regularly spoken to through TEAMS and phone calls home to ensure all children are safe during this period, and that they are taking part in the remote / home learning. Children who are not online will be called and other methods may be implemented. If a child is 'missing' for two days the schools Wellbeing Officer will be in contact with parents. Staff need to have sight of every child at least twice per week.

How will you assess my child's work and progress?

Feed back 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's work is as follows:

Marking and assessment will vary from lesson to lesson, year group to year group but all work will be looked at. KS1 will offer feedback via the class dojo app and KS2 will mark home learning books via the weekly rolling book system. Some feedback will be verbal for whole class and some verbal feedback will be for individuals.

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:

Other staff members will still be supporting children and families with specific needs. Teachers will continue to differentiate their teaching and lessons, where appropriate, to support children with special educational needs. Differentiation will still be present and guided reading, spelling etc may still take part in groups with additional 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?

This will vary from class to class but through discussion between the class teacher and child's parent the best method to support the child during isolation will be reached. This may be a work pack, websites, daily phone calls or streaming the lessons live for the child to join in using TEAMS or providing class dojo videos.