

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?

As has already happened, the first day of home learning will be posted to parents via parentmail, and will contain learning activities that consolidate in-school learning.

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, we have needed to make some adaptations in some subjects. For example, we do not expect parents to have access to all the physical resources and equipment that we provide at 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:

Primary school-aged pupils	Our children are expected to cover approximately 3 hours of learning in a day. We will publish a suggested timetable of activities for the time that children are isolating.
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Accessing remote education

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

Children will access their home learning through Microsoft Teams, using the log in and password that has already been set up for them.

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:

- Children who do not have access to the internet will be supported with printed packs covering the same work that children are able to access online. Where possible, we will arrange with individual families for packs to be collected from school or in specific circumstances to have the packs dropped off at the children's homes.
- Children who use printed packs are able to submit their work through photographs emailed to teacher accounts (achievable with a mobile phone) or if there is no access to the internet at all, arrangements will be made for work to be dropped off at the school, quarantined, marked and returned. There may be more of a delay with this form of feedback, owing for the need to quarantine items.

How will my child be taught remotely?

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

Children who access home learning online will be taught a mix of recorded teaching (using voice over or recorded teaching with slide shows) and unvoiced slide shows. Children will be asked to make use of commercially available websites, such as Purple Mash, to support their learning. Teachers will also host daily drop-in sessions to provide live support to children in their day's learning. Each week, teachers will host small group meetings in order to check in with children on their emotional well-being. They will also use this time to read a story to the children.

Children with additional needs will also receive additional one to one time online with the school SENCO.

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 understand that many parents are attempting to work from home whilst simultaneously supporting their children in their home learning. We publish a timetable each week along with the learning and resources for the week on the Friday before. This is in order to give parents as much time as possible ahead of the learning for them to be able to arrange the learning requirements to suit their family requirements.
- Assignments are set for each week, and children are encouraged to return their work to their teachers for feedback- support phone calls are made to parents who are finding supporting their children's learning difficult.

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

- Children are able to access a live drop-in session each day with their teacher. Their attendance at these live sessions is monitored by the teacher. Each child is expected to attend the small group wellbeing session as a minimum.
- Teachers will submit their lists which show how many children have accessed their online learning, submitted assignments and attended drop in and wellbeing sessions to the school SLT who then make follow up phone calls to offer support, or socially distanced visits to the children's homes to support their access to learning.

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 is given to children on their assignments, although children are also encouraged to share any other learning that they have engaged with during their isolation period. Feedback can range from verbal (in live sessions) to typed individual comments and whole class feedback which picks up on whole class areas for development.

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:

- As we are an Infant School, we realise that the majority of our children will be unable to access the home learning online without adult support. To this end, we ensure that timetables and teaching and resources are published the Friday before the week they refer to, in order to allow parents and carers time to arrange the schedule to support family requirements.
- Our SEN and Additional Needs children are also supported through additional one to one meetings with the SENCO, who can guide and support them in the work they are doing and ensure that they are appropriately included in the home learning.

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?

Children who are self-isolating whilst their peers are attending school are supported in a slightly different way- children are given the week's learning retrospectively so are generally a day behind their peers. This is because the learning that has happened in the class that day is given to the parent at the end of the day, ready for the isolating child to engage with the following day. Children are encouraged to engage with the activities as they would have done in class and parents can submit the children's work for feedback directly to the teacher's email address.

Where children are self-isolating and have no access to the internet, printed packs of class learning are delivered or collected. Assignments are welcomed at the end of the week.