



## 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?

Work will immediately be available via the online platform used for classes.

Ruby class (R/Y1) use Tapestry and all other classes Emerald, Sapphire and Diamond (Y1 – Y6) use Microsoft TEAMS.

Staff will be available to respond to parents' questions regularly through the day. If you need help getting up & running or support with accessing learning activities, you should you're your questions either in the 'chat' facility or by emailing the school directly [stdavids@ventrus.org.uk](mailto:stdavids@ventrus.org.uk)

*Please be aware that teachers will be working in school and teaching children online at the same time so will not necessarily be able to answer questions posed by parents straight away.*

### 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, 'in school' PE sessions will look different from those which pupils engage in at home as we have different facilities and equipment at our disposal in school.
- Pupils in school are accessing TEAMS in order to engage with their learning in the same way that children at home are doing.
- Pupils in school are supervised when completing activities

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

Key Stage 1 (Y1-Y2)	<b>3 hours per day</b> This will include <ul style="list-style-type: none"><li>➤ Reading (daily)</li><li>➤ Maths (daily)</li><li>➤ English (daily)</li><li>➤ PE/Physical Exercise (daily)</li><li>➤ Skills practice eg: Tables/Spelling (daily)</li><li>➤ Science</li><li>➤ Foundation Subjects (in rotation) eg: Art/DT/Geog/Hist/Music/Computing</li></ul>
Key Stage 2 (Y3-Y6)	<b>4 hours per day</b> This will include <ul style="list-style-type: none"><li>➤ Reading (daily)</li><li>➤ Maths (daily)</li><li>➤ English (daily)</li><li>➤ PE/Physical Exercise (daily)</li><li>➤ Skills practice eg: Tables/Spelling (daily)</li><li>➤ Science</li><li>➤ Foundation Subjects (in rotation) eg: Art/DT/Geog/Hist/Music/Computing</li></ul>

We will:

- Plan and deliver a well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Use a curriculum sequence that facilitates access to high quality online and offline resources and teaching videos linked to the school's curriculum expectations
- Give access to high quality learning resources
- Select online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- Provide printed resources for families with no online access

- Recognise that some younger pupils and pupils with SEND may not be able to access remote learning without adult support – we will work with families to support in the delivery of a broad and ambitious curriculum, using a variety of creative strategies
- Set assignments so that pupils have meaningful and ambitious work each day for different subjects
- Set work/learning that is of equivalent length to the core teaching pupils would receive in school

## Accessing remote education

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

[Ruby Class \(FS/Y1\) Tapestry Online](#) [CLICK HERE](#)

[KS1 & 2 Microsoft 365 TEAMS login:](#) [CLICK HERE](#)

EPIC BOOKS

Tables Fables

Phonics Play

*You may find it easier to download the APP for these platforms as it will make accessing them easier for you and your child.*

### 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:

- We have a limited number of school owned devices (Chrome Books) that we are able to loan to pupils. Please inform us, as soon as possible, if you have no device at home for your child to access TEAMS and we will endeavour to help you. If we are able to loan you a device then an agreement will be set up that details the conditions under which you are able to borrow it – you will be required to sign this agreement when you collect the device.
- We are able to provide FREE SIM cards, that fit all types of WIFI devices, these provide 30GB data for 90 days. If you do not have WIFI or sufficient data then please let us know.
- Printed materials can be provided if we are unable to help you with the loan of devices and/or online access. In these circumstances work will need to be delivered back to school and can be left in the school postbox for collection by the class teacher.

## 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)
- recorded teaching (e.g. Recordings made by teachers, Oak National Academy lessons, video/audio clips)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities
- printed paper packs produced by teachers (e.g. workbooks, worksheets) *(Where families have no digital device and the school is unable to loan one)*

## 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 this section, please set out briefly:

- We expect all children to engage with remote learning in the same way they would be engaging if they were still in school.
- Teachers will plan lessons so children should be able to complete tasks independently once they are logged in.
- Teachers will be asked to keep registers of children accessing remote education each day. Children should be encouraged to participate fully in lessons and complete any work set to the best of their ability.
- Any work or comments posted after 3:30pm (the end of the school day) will be reviewed during the next school day.

#### Attendance

- If your child has been allocated a school place because you are a critical worker, then you will be sent a weekly booking form so that you can book the days that you will be working in your critical role. The expectation is that parents who are at home not working, keep their children at home as this is the safest place for them
- If for any reason children are unable to attend school on a day they have booked, other than due to illness, they are expected to access remote learning for the day(s) they are absent from school.
- Any work completed will need to be uploaded for their teachers to access before their return to school.
- **All absence** reporting must be done in the usual manner by calling the school on 01392 255569 and leaving a message, not via Teams or Tapestry or via chat with the class teacher.
- Engagement in lessons will be monitored and parents will be contacted if teachers have not received any completed tasks from your child.

If you are experiencing difficulty accessing work set or have any other concerns or challenges please contact your child's class teacher through Teams or a member of the office staff through [stdavids@ventrus.org.uk](mailto:stdavids@ventrus.org.uk) and we will get back to you as soon as we can.

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

- Staff will monitor children's engagement with remote learning each day
- Staff will make welfare calls to all families working remotely each week – even if things appear (from our end) to be going well – this means that we have an open channel of communication and you are able to share any worries, concerns or indeed successes and triumphs with us.
- If staff note that a child is not engaging with their remote learning, they will alert you as soon as this is noted so that we can work together to get things back on track as quickly as possible.

## **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:

- Daily English and Maths tasks will be assessed and feedback will be given.
- Other curriculum tasks will be assessed and feedback may be given or teachers may give collective feedback the next day.
- There may be additional assessment tasks provided and these might include quizzes using Microsoft Forms, timed tasks, pupil conferencing in small groups or individual discussions with children.

## **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:

- All pupils with and Education, Health & Care Plan (EHCP) have been offered a place in school
- The school SENDCo will monitor TEAMS for pupils with SEND and will make appropriate adaptations
- The school SENDCo will make welfare checks to all families where a child is identified as being more vulnerable. These will be in addition to the call made by class staff, and will take place whether the child is in school or not.
- Adaptations will be made to the class offer to ensure that individual children have appropriate learning activities that are planned and delivered at an accessible level.

## Remote education for self-isolating pupils

### If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

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.

Please notify the school if your child is self-isolating so that we can liaise with you regarding their access to learning during this period.

### Our Expectations:

#### Pupils will:

- Log on to the appropriate recorded video sessions each morning and engage ready to start their learning
- Watch all of the learning videos taking a full and active part in them
- Complete the learning set by their teacher each day and upload their learning as requested by the teacher – photograph/video
- Watch their story time or complete a reading session each day
- Talk with their friends each day through safe 'chat' facility on TEAMS
- Use online resources such as EPIC, Tables Fables, Phonics Play etc and any other resources provided.

#### Parents will

- Set a clear routine with each child to enable the child to be ready to start learning at the start of the school day
- Read all communications that come out to ensure they are fully aware and up to date with news.
- Support their children to complete all of the learning set
- Liaise with school staff and seek support on behalf of their child when needed, with class teacher via email or via TEAMS 'Chat'
- Support their children by emailing the teacher pictures of completed work for assessment and feedback (for EYFS using Tapestry)

We understand that these are challenging times for families and we want to do everything we can to support you. Please let us know if you are struggling with any aspect of remote learning so that we can help.