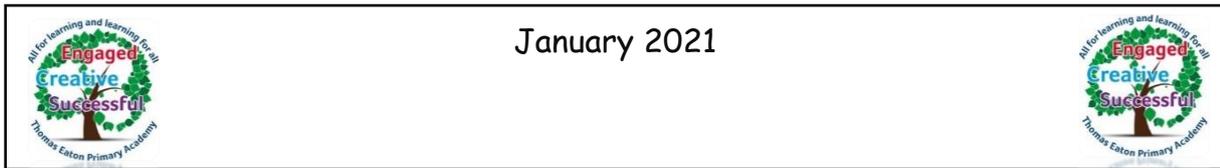


Remote education provision: information for parents



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?

Pupils received Home Learning Books with pre prepared activities to complete. Children to read daily and complete daily sessions on Maths Whizz.

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, some Science experiments which may take place in school may be replaced with videos of the experiment taking place. Similarly, we cannot provide team sports etc so some PE activities will be replaced with individual skills development.

Due to timetabling and staff restrictions, we will not always be teaching the same lessons at the same time.

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	3 hours (KS1) and 4 hours (KS2). This does not include Daily reading, exercise and Maths online activities
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Accessing remote education

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

Learning platforms- Teachers use Tapestry in EYFS and Class Dojo Yr 1-6. Teachers will be using recordings on Zoom to deliver lessons. Any links to useful websites will also be put on these. Timetables will also be put on the school

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 are able to loan ipads to pupils. We request that the parent/carer completes a loan agreement in order that the school equipment is well looked after. Parents to call school office if they are having problems accessing online learning.

If there are any additional needs, please contact the school and we will solve any issues on a case by case basis.

How will my child be taught remotely?

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

- Daily check in with each class via zoom at staggered times if parents are able to.
- Recorded lessons for English, Maths and foundation subjects. (Three lessons per day)
- Daily recorded story read to the children.
- Links to websites uploaded onto learning platforms for children to access.

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 EYFS, parents are asked to give a weekly summary of learning taken place (This will take place via Tapestry)
- K1&2 - Teachers are monitoring the online usage. We are expecting the child to access the lessons set (3x lesson a day- at times that are convenient to them)
- The aim is for the children to access the work largely independently in Years 3-6. For younger children, we will endeavour to set tasks that require minimal adult supervision.
- Expectation to attend zoom sessions as frequently as they can (depending on devices available at home)
- Expectations of parental support, for example, setting routines to support your child's education

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

If a child does not engage regularly with the work set, the teacher will call parents for a catch up a session and offer support. Teachers will check daily for pupils' engagement.

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:

- Teachers will comment and feedback on submitted pieces of work. This might be verbal or written feedback.
- Teachers will keep a record of child's progress

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:

- We make sure the work as work is differentiated and scaffolded where possible.
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- We can offer advice to parents on strategies to use when working with their child eg. giving the work in small chunks, using visual resources whenever possible. (Our SENCO is available on Tuesday, please contact the office)
- The child's teacher can offer advice on the best approach to learning for each individual child. This can be through Class Dojo or email.
- Two or three short sessions throughout the day would be better for children with additional needs.

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, they can access the recorded lessons as stated above on the learning platforms as children are receiving the same lessons in school and at home. In addition there are Learning grids for each year group on the School website.