

## **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?**

Once children are sent home to start remote learning, they will take learning packs with them if they have already attended school that day. If they are home, learning packs for the week will be sent home via Tapestry (Class1-3) or Seesaw (Class 4-11) apps.

### **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?**

Yes

- 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, PE lessons will not be modelled but instead will be a series of activities or lessons that will be carried out at home.
- The curriculum will be the same content which would have been taught in school yet the mediums used to teach these skills will vary e.g videos and 'drop ins' rather than live lessons each day.

## **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:

Key Stage 1	Reception= 1-2 hours per day Year 1 and 2= 2-3 hours per day
Key Stage 2	Year 3 and 4= 3-4 hours per day Year 5 and 6= 4 hours per day

## **Accessing remote education**

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

All learning will be 'posted' on either the Tapestry (Class 1-3) or Seesaw (Class 4-11) App. Each child has their own account and work will then be 'uploaded' onto the app for teachers to provide feedback.

All learning will also be available as paper copies which can be picked up from 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:

- All children will be able to access online learning as the school have bought additional devices so all families can be provided with either a tablet or laptop.
- Any family needing or preferring paper copies can request one and pick them up from outside the school on a weekly basis.
- We have provided additional wifi access to any families who need this.
- All families have been given the contact details for the office if anyone needs anything in order to access home learning.

### **How will my child be taught remotely?**

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

- live interventions with teachers and teaching assistants
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- Bug Club (reading) and White Rose Maths
- Daily 'drop ins' so children can meet with their teachers online to go through any misconceptions or learning they have found difficult.
- Weekly Teams/Zoom meetings with the rest of their class in order to interact with their peers and share good examples of learning.

## **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 expect all children to complete learning, on a daily basis, and for some examples of learning to be uploaded to their teacher on a daily basis (this might be done at a certain time each week but provide learning from each day);
- We expect all children to engage in their weekly Teams/Zoom call as well as any other examples of live learning.

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

- We will analyse weekly engagement records via Tapestry and Seesaw;
- We will monitor children's engagement with all live remote events;
- We will have contact with all parents on a fortnightly basis. Any child not engaging will be contacted within a week of non-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:

- Children will receive individual feedback on all work submitted;
- Children will receive 'in depth' feedback on at least 3 pieces of learning each week;
- Children will receive a range of written, verbal and pictorial feedback.

## **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:

- Mrs. Walker (SENCO) will organise all learning for pupils who have an EHC but are not attending school;
- Teachers will differentiate learning, through support, resources and outcomes, in order to provide for all children with SEND.

## **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?**

All children who are self-isolating will be provided with the same curriculum that their peers are receiving in school.

A member of the teaching staff will be in regular contact with the child and family.

Children will submit their work, either through Tapestry or Seesaw, and will also receive individual feedback on their return.