



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.

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?

If a bubble/class/group of pupils are required to self-isolate the following timetable will be in place for day 1 and 2:

Day One

Children sent home with stationery pack

Log-ins resent to parents via parent mail (Tapestry for EYFS and Office 365 for KS1 and 2)

Day Two

EYFS- Message sent to welcome and set out guidelines

KS1 and 2- 9.30am welcome class held. Troubleshooting. Teacher and member of SLT on call to support.

In the case of contingency framework implementation learning will start on day one (see below timetable).

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?

At NET 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 sciences and non-core subjects may be blocked during self-isolation due to the nature of the lesson e.g. art materials may not be available at home and so therefore will be taught upon return giving a larger focus on more instructional, minimal resource lessons such as RE and MFL. A typical timetable will be as follows, some Reception or Year 1 lessons may be pre-recorded – depending upon staff availability.

Occasionally timings may alter

Time	EYFS	Key Stage One	Key Stage Two
9:30	Phonics	Phonics & English	GPS/English
10:15	Maths		
10:45	Break		
11.00	Child initiated	Calculations & Maths	Calculations & Maths
12:00		Spelling, punctuation, grammar	Spelling, punctuation, grammar
12.15	Lunch- please promote eating and exercise		
1.15	Literacy	Non-core e.g. History, Geography, Science, RE etc	Non-core e.g. History, Geography, Science, RE etc
2.00	Story time	Question time and whole class reading	Question time and whole class reading
2.30	TT Rockstars/Numbots/My Maths (independent learning)		
2:50	Finish		

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	5 hours (1 hour of this being registration and question time). During lunch physical activity lessons/suggestions will be given to pupils.
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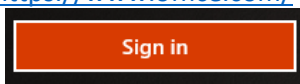
Accessing remote education

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

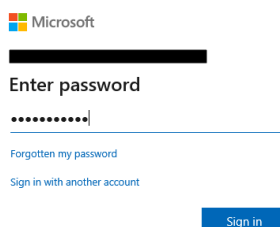
Office 365 Teams will be used for key stage one and two where Tapestry, an already integrated platform will be used for EYFS. To access Teams you follow the following steps:

User Guide for Teams

1. Go to... <https://www.office.com/>



2. Click on



3. Sign in using provided login details

4. Click on  Calendar

5. Join lesson by clicking on

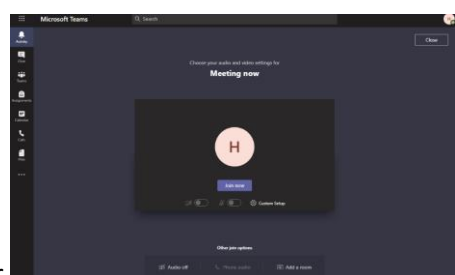


6. Continue on browser



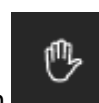
Continue on this browser
No download or installation required.

7. On this page you will be let in to lesson by the teacher.



8. Please remember to remain on mute.

9. Use hands up button to ask a question and contribute to the discussion



- the teacher

will then answer this hands up at an appropriate time.

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:

As a school we have sent a number of communications inviting you to let us know about lack of technology. We will provide paper packs mirroring the online learning in this case and where possible there may be an opportunity to access a loan laptop through the government get help with technology scheme that we enter into. Please contact the school office if you are unsure whether you have let us know about technology issues.

How will my child be taught remotely?

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

Our teaching approach will be either:

- Live teaching (online lessons) or;
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).

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?

It is our expectation that all pupils engage with the full online learning timetable. There will be a register at the beginning of each session and for some sessions work will be expected to be 'handed in'. This will be via the platform used for your child's phase/group.

As a parent/care we ask that you recognise the need to safeguard all children and therefore insist that you sign this agreement to confirm that you have read and agree to the following:

1. Children are in a quiet area of your home that allows work to take place with no inappropriate backgrounds;
2. They are supervised by an adult at all times;
3. Children are ready for learning by being dressed in appropriate clothing (uniform is optional), had breakfast and have a drink available to them;
4. Siblings are not able to disturb them during learning time;
5. They remain on mute and if they have a question use the hands up button on Teams;
6. If you have questions yourself please follow the same rules and if you need further guidance wait for an appropriate time or use the allocated question slot- this is a child focussed lesson;
7. You are aware that sessions will be recorded so that you can re-watch to support your child and also safeguard all.

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

As mentioned previously there will be a register at the beginning of each session and for some sessions work will be expected to be 'handed in'. This will be via the platform used for your child's phase/group.

Our regular absence procedure apply and we will call you if your child is absent from the online learning. If your child is unwell we expect you to call the school absence line or report to us on Parentmail (school communication platform) to tell us of this absence.

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. Our approach to feeding back on pupil work is as follows:

Feedback to work will be provided during the session in discussion and also on the the platform used for your child's phase/group. This is most likely to be written but could be verbal on the 'live' lessons for key stage one and two and recorded for EYFS.

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:

In this section, please set out briefly:

The Trust's SEND team liaise closely with parents of children who struggle to access remote learning through regular telephone calls and emails offering emotional support as well as advice on how to approach learning at home.

The team provide a combination of adjusted activities online and make personalised resources and tasks to be sent home for parents to use. Activities are selected which promote multisensory learning, movement and sensory tasks to support attention and reduce time sitting at a computer.

Parents have also been provided with information on Apps available, recommended by the Government, which support communication, sensory needs.

For pupils in Reception a separate platform is being used with pre-set activities to give flexibility to families and parents on when to complete these. These preset activities will come with an instructional video and also easily accessible resources. If resources that may not be found at home are required we will make every effort to provide these where possible.

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?

Learning will be largely the same as above but be through a paper pack rather than live lessons. Opportunity to discuss learning with class teacher and gaining feedback on work will still be available.