

Remote education provision: information for parents

DFE guidance states that schools should “Develop remote education so that it is integrated into school curriculum planning... All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.”

Parents/carers should understand that engagement in remote learning is now compulsory, as is the expectation that our school makes this provision available and accessible.

It is important to note that if your child is too ill then they should not be expected to engage in remote learning until they are feeling better. This information just needs to be communicated to the school office as usual.

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?

In the event of a partial school or bubble closure, the children will have access to their learning through Sway, our key learning platform for FS to Y5; the link will be sent to parents/carers within the first day or two of closure. For children in Y6, they will continue to use 'Teams' for remote learning; this is a platform that the children are familiar with using in class. Staff have already ascertained the best way each child can access learning within each household and so if paper packs are needed they will be made available for the children. The Sways are available to view on the website along with project packs should the children wish to supplement what they are doing with topics linked to previous 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, in P.E. we may deviate as some lessons link to team sports or the use of resources that are not readily available in the home.

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 teaching (including remote teaching and independent work) will take pupils broadly the following number of hours each day in line with government guidance:

Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

We understand that each family circumstances are individual and can present its own challenges. As a result, we have developed an offer through Sway that can be accessed through all devices (e.g., laptops, mobile phones, tablets, smart TVs, games consoles) enabling the children to work with timeframes that suit them and their family. Our offer also allows independence, meaning that adults working from home can continue to do so providing minimal support to their child, if any.

Accessing remote education

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

Access and assessment

FS to Y5 will access their remote learning for Sway through a link messaged to parents at the beginning of each week (the link is also available on the academy website). Teachers can assess learning through the inbuilt quizzes and communications with families using their school email account and regular telephone calls.

Y6 are continuing to access their learning through Teams, a platform familiar to them and used in class. Teams not only allows the teacher to set learning, but also enables collaboration and feedback which informs assessment.

Communication and assessment

Parents and carers of FS and Y1 can communicate with their child's teacher through Tapestry; the teacher is able to set targets and assess learning through this forum.

Y2-Y5 parents and carers can share their child's work by emailing the teacher's school email account; teachers will also receive feedback through telephone conversations.

Y6 pupils will continue to communicate with their class teachers through Teams.

Other platforms that may be included to support pupil learning and assessment are:

KS1	Purple Mash Spelling Shed Zumos <i>Children are familiar with these platforms and are directed to use them to supplement learning through the daily Sway.</i>
KS2	LBQ (Learning by Questions) Maths Prodigy Purple Mash Read Theory Spelling Shed Times Tables Rock Stars Zumos <i>Children are familiar with these platforms and are directed to use them to supplement learning through the daily Sway (Y3/4/5) or Teams (Y6).</i>

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:

- Identify children that do not have access to learning through a device through the contact calls with class teachers.
- Once we have established the children with no access to a device, parents/carers are contacted and offered a device for collection. Information about this offer is shared via the teachers during their regular communications.
- Paper packs, if needed, are ready for collection from the office on a Monday. When picking up new packs previous work is to be handed in.
- For families with limited Wi-Fi access, please click on the following link to get more information about extra data to support connectivity <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>. If you require support with increasing your mobile data please contact the school so that we can assist you with this.

How will my child be taught remotely?

Please see the section above 'How will my child access any online remote education you are providing?'

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 access the daily Sways or, in the case of Y6, their class Teams. Where a quiz has been set, we expect all children to answer the questions set; this is a valuable source of information for the class teacher to find out about each child's learning and helps the class teacher plan for the following day.
- For children requesting and using paper packs, we expect the children (with support of adults if needed) to email comments about their learning or photographs of their work to their class teacher regularly throughout the week or when requested. If this is not feasible, completed packs can be handed in on a Monday when new paper packs are being picked up.
- In some cases, the class teacher will make calls to the children to talk about the learning they are doing to give the class teacher further insight into the child's understanding of what is being taught.
- The daily Sways set out a structure for the day that the children are able to access independently; this is to support families where adults are working from home themselves. All we ask is that parents are encouraging of their child's learning and recognise the need for them to engage with it. We expect adults to support their child in uploading work/communicating with the class teacher as needed through phone calls, emails or the learning platforms used.

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

- Through engagement with the Sways and quizzes.
- Through the work set (in Y6) through Teams.
- Engagement through Tapestry in FS and Y1.
- Printed paper packs produced by teachers as requested and completed work handed back or shared through email communications.
- Through learning platforms and commercially available websites supporting the teaching of specific subjects or areas.
- Regular engagement by the class teacher with parents/carers through emails and phone calls to support engagement. This communication will also give the opportunity for any issues to be raised and addressed.

- The children's engagement with remote education will be checked daily.
- If we have a concern with lack of engagement, the class teacher will contact the parents/carers to find out the reason why and offer any further support that may be needed.

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:

- We will feedback on the children's learning through the various platforms we use alongside our ongoing communications with parents/carers. Recognition of the children's individual learning and efforts will be recognised within the daily Sways or use of Teams.
- Children will receive feedback on their work as soon as is practicably possible taking into account the class teacher's responsibilities for the day.
- The work that is shared with class teachers is assessed and informs the planning of subsequent lessons so that the learning needs of the children are met in the best way we can.

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 way:

The class teacher will respond to the differing learning needs of children with SEND by offering individual support and guidance. They will talk through how the Sway/Teams can be adapted, direct the children to appropriate learning platforms or websites and/or, depending upon the need, more practical activities. The class teacher will take into account the barriers children may face and plan for this accordingly, e.g. by creating/sharing additional teaching videos.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will differ from the approach for when whole groups are absent. 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 isolating whilst their bubble is still in school or we are fully open to all children, then the remote learning is different. Your child will be sent home with a pack of key resources that will enable them to practice key skills such as handwriting, spelling, maths calculations, etc. in the first instance. The class teacher will make telephone contact as soon as is practicably possible to share learning that reflects what the children present in class are doing. We encourage email communication between the class teacher and parent/carer to share set and completed work.

Please note, that if your child is unwell and not fit to work then they should not do work until they are well enough to do so.