Remote Education Provision: Information For Parents

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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.

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 an immediate closure, staff will be given 24 hours to plan and prepare teaching remotely. We aim to provide links to immediate access to online teaching support e.g, Times Table Rockstars, Prodigy Maths.

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 aim to 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/Science when home learners may not have resources or equipment.

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	3 hours

Key Stage 2	4 hours

Accessing remote education

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

We aim to use the following online platforms:

- Google Classroom

- Zoom or Loom

- Class Dojo

- Times Table Rockstars

- White Rose Maths

- BBC Bitesize

- Prodigy Maths

- Developing Experts (Science)

- Read Theory

- Oak National Academy

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 aim to issue or lend laptops or tablets to pupils at the discretion of our school. Please get in touch with your class teacher in the first instance if you are experiencing any issues
- Families can access printed materials needed if they do not have online access to Google Classroom. Please contact your child's class teacher
- If families do not have online access to submit work via Google Classroom, they may do so by sending photographs via class dojo.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, dependent on age:

- live teaching (online lessons)

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – we use White Rose Maths, Oak National Academy, BBC Bitesize

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?

- Parents should aim to ensure that their child/children engage with Google Classroom daily/Class Dojo
- Where applicable, the children should aim to attend every zoom session – families should ensure they adhere to our 'Zoom User Agreement'.
- We expect all our families to support the daily expectation of 3 hours in KS1 and 4 hours in KS2 per day.

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

- Staff will check pupils' engagement with remote education daily, and a record will be kept.
- If engagement is a concern, we will inform parents and carers via class dojo or telephone. If required, this may be escalated for additional support.

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 may give whole class feedback or marked during a live lesson e.g tests in UKS2.
- Comments are made on submitted work through Google Classroom or dojo. This is done on a daily basis.

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:

- Children who have an EHC plan will have support from a member of staff in school. This will be done to meet the needs of the individual child, and may tbe via zoom or telephone.

- Zoom interventions will take place where school have identified a need.

- Weekly contact for pupils with particular needs made by Mrs Reams/Mrs Gelder, to check on their welfare.

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?

Pupils who are self isolating will be able to access remote learning via Google Classroom