



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 document.

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?

Immediate remote provision will include:

- TT Rockstars
- Access to maths lessons/homework tasks through Maths Flex/School Jam
- Spellings
- Reading
- Homework tasks already set

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.
- We have needed to make some adaptations in some subjects. For example, we have set a timetable of subjects for our remote learning that are more manageable and require less in the way of resources. Certain subjects, such as D&T will be prioritised on the return to school as parents may not have the resources needed for lessons at 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 education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	Up to 3 hours
Key Stage 2	Up to 4 hours

Accessing remote education

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

- All children have access to our remote learning platform, Office 365.
- Work is set via Assignments in Teams, Class Dojo or email and handed in via these channels for feedback.

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:

- An 'Access to Remote Learning' survey was sent out to all parents to ascertain children's access to the technology required for their remote learning. We have used this information to identify pupils without devices and have loaned laptops to pupils who need them.
- We have also distributed a number of free Vodafone SIM cards.
- If parents request it, printed materials can be made available.
- Pupils can submit paper copies of their work if they do not have online access.

How will my child be taught remotely?

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

- Live teaching (including collective worship and individual Teams meeting for children requiring additional support).
- Recorded teaching (Oak National Academy lessons, video/audio recordings made by teachers).
- Power Maths workbooks and videos.
- TT Rockstars to support the learning of times tables.
- White Rose videos to support maths lessons.
- Reading books pupils have at home (reading books at children's reading levels can also be collected from school).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Extension activities using internet research activities will be offered for the older children.

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?

- Pupils should follow their class timetables and complete the work set each day. This should be returned preferably daily, but at least by the end of each week.
- Parents should ensure that children keep up with the work set each day and that work is returned promptly to class teachers. They should contact the school if they have any concerns, or if their child needs some additional support.

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

- Teachers will acknowledge work received, either by Teams, Class Dojo or email.
- Teachers will provide daily feedback and award Dojo points and certificates for effort and achievement.
- Where engagement is a concern, teachers will telephone parents/carers, and if necessary visit the child's home.

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 assess work and give feedback daily via Teams, Class Dojo or email.
- Children will be encouraged to act on their feedback and re-submit work, where appropriate.

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:

- Children with SEND will have appropriately adapted tasks set.
- Some children with SEND will be invited to attend school to ensure their needs are met.
- Individual Teams calls will be used to support children with SEND, where appropriate.

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 children are self-isolating when the majority of children are in school, tasks will be aligned to what is being taught in class.
- Oak National Academy/Power Maths will be primary sources for support.
- Class teachers will check in daily with children and will expect that work is submitted.