



Remote education provision: information for parents

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Introduction

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.

1. 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.

1.1 What should my child expect from immediate remote education in the first day or two of pupils being sent home?

On the first day of remote education your child will have access to a day's worth of learning activities which are inline with expectations and curriculum for their year group. This can be accessed online on the school website. If you require a paper copy please contact the school office and we will organise getting one to you.

1.2 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;
 - Access at home to resources for practical Science investigations, music lessons or PE may not be available in the family home.
 - Group or partner work will be more challenging in the home environment
- Learning will continue to be planned sequentially and inline with Year group expectations

2. Remote teaching and study time each day

2.1 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 a day across the cohort with less for the younger children
Key Stage 2	4 hours a day

3. Accessing remote education

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

Learning for EYFS children will be presented via Tapestry (online journal) and parents will hand in their children's work using this platform.

Learning for KS1 and KS2 will be presented using the Google Classroom platform. Children can submit (turn in) their work using this platform.

Learning for our Den children will be presented and completed using Education City and by home learning packs provided by school.

3.2 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:

Chromebooks and dongles can be provided for children who need them.

Requests to loan Chromebooks and / or dongles can be made through the school office and these can either be collected or delivered if parents are unable to come to the school to collect eg if the family is isolating.

An agreement must be completed by the parents to agree to the conditions of the loan of the Chromebook and / or dongle.

Support will be given to all families to enable them to successfully log onto the Chromebooks and access connection.

If paper copies of work are requested, this can be provided though we will be encouraging online participation for the best outcomes.

3.3 How will my child be taught remotely?

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

Remote Learning approaches in EYFS (nursery and reception) :-

- Live lessons - 3 literacy sessions per week (minimum)
- Recorded teaching - for maths this will be a pre recorded video by one of the EYFS teachers; for phonics this will be using Ruth Miskin RWI lessons and for some learning journey activities there will also be a pre recorded video by one of the EYFS teachers
- Online Reading books - Oxford Owl RWI library and ebook collection
- Daily tasks set out on Tapestry - Maths, Phonics and Topic daily and extra literacy on the 'Live' days.

Remote Learning approaches in KS1 (Year 1 and Year 2) :-

- Live lessons - 2 per day (minimum). One will be an introduction to the day's learning and recap of previous learning; the other will always be a core subject area (Reading, Writing and Maths)
- Recorded teaching - either by the class teacher or using a quality online video resource e.g. Ruth Miskin RWI lessons or White Rose Maths teaching
- Reading, Writing, Maths and Topic work to complete on Google Classroom daily
- Live feedback and marking lessons through Google Classroom
- Online Reading books - Oxford Owl RWI library and ebook collection
- Access to TT Rock Stars Maths accounts
- Access to Lexia online phonics program where required by individual children
- Education City can be used once all work is completed

Remote Learning approaches in Lower KS2 (Year 3 and 4) :-

- Live lessons - 2 per day (minimum). One will be an introduction to the day's learning and recap of previous learning; the other will always be a core subject area (Reading, Writing and Maths)
- Reading, Writing, Maths and Topic work to complete on Google Classroom daily
- Live feedback and marking lessons through Google Classroom
- Recorded teaching - either by the class teacher or using a quality online video resource e.g. White Rose Maths teaching or Oak Academy
- Access to Lexia online phonics program where required by individual children.
- Access to TT Rock Stars Maths accounts
- Education City can be used once all work is completed

Remote Learning approaches in Upper KS2 (Year 5 and 6) :-

- Live lessons - 2 per day (minimum). One will be an introduction to the day's learning and recap of previous learning; the other will always be a core subject area (Reading, Writing and Maths)
- Reading, Writing, Maths and Topic work to complete on Google Classroom daily
- Live feedback and marking lessons through Google Classroom
- Recorded teaching - either by the class teacher or using a quality online video resource e.g. White Rose Maths teaching or Oak Academy
- Reading Plus accounts
- Class Texts (Library Loans) available to all children
- Access to Lexia online phonics program where required by individual children
- Access to TT Rock Stars Maths accounts
- Education City can be used once all work is completed

4. Engagement and feedback

4.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We expect that the children will engage with the learning every day.
- Parents will be presented with a suggested timetable as a guide to their children's daily learning.
- Parents will be informed when live lessons will take place and children will be expected to attend.
- Parents are expected to offer support where possible but teachers recognise that parents may be working themselves from home or may not feel confident in supporting their child.
- Teachers can be contacted through Google Classroom, Year group emails or on the school telephone via the admin team in the school office. Teachers will support parents in engaging their children in the online learning and offer encouragement to the children.

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

- Children's engagement in the learning will be checked each day by the class teachers.
- If children are not attending live sessions or submitting work, parents will be informed in the first instance by the class teacher or a teaching assistant via a telephone call (or a text message if the parent is unavailable).
- If this continues, a member of the school pastoral team (Emotional Wellbeing Officer and Behaviour Lead) will make a home visit to support the parent in enabling the child to continue their learning remotely.

4.3 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:

Feedback will be given through either Tapestry (EYFS), Google Classroom (KS1 and KS2) or response to a parent email.

- Children should expect at least one piece of feedback per day but this will often be more depending on the learning that has been set.
- Sometimes the feedback will require the child to respond to the feedback making improvements to their work.
- Verbal feedback will be given to children during the Live lessons.

5. Additional support for pupils with particular needs

5.1 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:

The Den

- Children who are part of our Den Provision will be invited to attend school where possible.
- Creative packs are sent home each week with activities for the children to complete daily.
- Education City will be used to direct appropriate learning to specific children where differentiation is required.
- The Den Lead will telephone parents of Den children at home three times (minimum) a week to offer support to the parent and adapt learning if required.

Across the school

- Children on the SEN register at school will receive a weekly phone call from the classteacher / HLTA or teaching assistant to offer support to the parent including adaptations that can be made to the learning if required.
- In the Home Learning section on the school website, there are resources linked to IEP targets. Parents can use these to support them with delivering their child's IEP.
- Children may continue to receive support from external agencies during this time as appropriate. Our SENDCo will coordinate this as required.
- Our SENDCo is available via telephone throughout the week.

6. 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.

6.1 If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Children will continue to have access to connectivity and Chromebooks.

Provision offered prior to January 2021 lockdown

- Learning was accessed via the school website and located on the Trust website. The child was directed to pre-planned learning in both core and foundation subjects and was appropriate to their year group expectations. There were recorded lessons for the children and links to online video resources as described above.

How the provision will develop after lockdown to more closely align with the curriculum taught in school.

- Class Teachers will direct children to learning on Google Classroom which is aligned

as closely as possible to the learning which is happening in the classroom. A learning pack will be provided with appropriate exercise books, reading books and learning materials will be provided.

Class teachers will feedback on submitted work through Google Classroom. Class teachers will also contact parents via the telephone twice during the isolation period.