# 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 if 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.

## 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?

Home learning grids are available for every year group from Foundation 1 to year 6. These are uploaded on to the school website and can be found under the 'Home Learning' section. They are also available on our established platforms – Tapestry (Foundation and Year 1) and TEAMS (years 2 to 6). Tasks within the home learning grid provide immediate access to appropriate tasks and activities which are matched to those being completed in school.

### 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 Science and PE where video and other virtual resources will replace practical sessions and Maths and English where previously planned lessons and tasks may be changed to better suit remote learning for all children.

# 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 | 3 hours per day in EYFS/KS1<br><br>4 hours per day in KS2<br><br>(as directed by the DfE) |

# Accessing remote education

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

In EYFS and Year 1, children will be able to use the already established Tapestry app. In years 2 to 6, children will use Microsoft Teams.

## 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 far as possible, the school will issue or lend laptops to pupils. Should internet access be an issue, we may be able to offer further support with this through the loan of wireless routers and/or assisting with increasing data allowance on parents'/children's existing devices. Staff will always be available via the telephone during school hours to offer support and guidance. We also offer weekly drop in sessions, during which parents can bring in their devices and we will assist with any queries in a COVID safe way. Information about these drop in sessions will be texted to parents each week.

If, despite the above, children are still having difficulties accessing online learning, paper materials can be provided and sent home. Parents will then be asked to return this pack weekly to be marked by the child's class teacher.

Please contact the school office for further information on how to access any of the above services.

## How will my child be taught remotely?

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

All pupils working remotely are offered a pencil case of stationery equipment and two exercise books (Maths and English) so that they have the resources they need to complete any written work to a high standard.

The remote teaching approaches we may use include:

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

- Live lessons / check ins

- Tasks and activities prepared by the teachers and uploaded onto Tapestry or TEAMS for children to complete.

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences of lessons.

- Worksheets / prepared materials to support learning in particular areas.

- Short project work and/or internet research activities to link to and enhance curriculum learning (e.g history work on The Stone Age / Key figures – Amy Johnson, William Wilberforce).

# 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 will be expected to engage with remote education and to complete the daily activities set for them. Specific instructions and daily routines for each key stage are outlined on the school's homepage and are emailed out to parents/carers.

- Parents should try to encourage their children as far as possible to engage, establishing routines which suit their family circumstances.

Please contact our school Wellbeing Officer or the school office if you need help and support with engaging your child in their remote learning.

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

Staff will be overseeing engagement on Teams and Tapestry daily – this includes whether children are accessing tasks and whether children are submitting work. In key stage 2 specifically, children are expected to attend two live lesson inputs a day. During these sessions, a register is taken.

Staff will make weekly contact with all families via telephone to offer any necessary support / guidance with accessing remote learning and engagement.

**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:

In EYFS and Year 1 staff will engage with pupils using Tapestry. Families will be able to use the app to share their children's learning and staff will comment appropriately.

In Year 2 and KS2, learning will be uploaded using Microsoft Teams (for example, uploading photographs of work completed in home exercise books). Staff will then provide feedback to pupils leaving comments on individual assignments. Children may also receive immediate feedback through completion of quizzes set up by teachers. Staff will also give live feedback in 'live lessons' and will ensure recorded content addresses general misconceptions or errors in children's work.
Staff will assess learning on a regular basis throughout the week and activities will be changed / extended in order to challenge and support children well. At the end of each week, learning will be celebrated by the school with a weekly recorded celebration assembly (which parents/children can watch via Tapestry or Teams). Children's learning and progress will also be acknowledged on our Golden Channels on TEAMS and through delivery of Positive Postcards in all year groups each week.

# 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:

For pupils with SEND, staff will ensure activities set remotely are differentiated and suited to their individual needs.

In individual cases where further support is necessary, the school SENCO and class teacher will work closely with families to offer support and guidance.

For our younger children, the well-established Tapestry app will be used to share age-appropriate activities remotely.

Class-based interventions will take place remotely - timetabled and delivered by key staff members.

Non-class-based interventions (such as Speech & Language and ELSA support) will continue to take place remotely.

If appropriate, vulnerable pupils may be invited to attend sessions at school. This will be kept to the absolute minimum to ensure that they are able to appropriately access the curriculum.

## 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?

Individual pupils self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work set each day in a number of different subjects. This will be the same content that they would have received if they were able to be in school.

In EYFS / KS1 this will be provided in one / more or the following ways: -
- Through the Tapestry app
- Using pre-prepared paper activities provided by the school

In KS2 this will be provided in one / more or the following ways: -
- Through Microsoft Teams
- Using pre-prepared paper activities provided by the school

Feedback for all children will be provided using the specified online platform and regular contact will be made with families by telephone.