

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 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?

Class teachers will publish links to work using Tapestry or Seesaw apps much in the same way homework has been provided in recent months. There will be hardcopies of some work and learning packs to collect from the school entrance.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

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, PE will be taught using suggested activities that you can participate in at home without resources. Other subjects such as art and science will be adapted to take into account what you might have available at home for practical activities. We may not cover as much of the curriculum in the week as we would in a normal school week but will aim to provide the widest coverage possible over time.

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	Y: 3 hours Y2: 3 hours
Key Stage 2	Y3: 3 and a half hours Y4: 3 and a half hours Y5: 4 hours Y6: 4 hours

Accessing remote education

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

All children have access to teacher through class email.

EYFS children are provided work via Tapestry app

Y1 to Y6 children are provided work via Seesaw app

Face to face time with teachers vis MS Teams

Hard copies of some work and resources is provided in work packs to be picked up from the school entrance

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 have surveyed all parents to establish if anyone doesn't have internet access. At this time every family does have internet access.

We have identified those families who are relying on mobile phones and have prioritised the allocation of laptops to these families.

Families with more than one child sharing devices have also been identified and the school will allocate any remaining laptop allocation to them depending upon need.

Some children do not access online materials as well as hard copies. Staff work on an individual basis and provide physical work packs to children who absolutely can't access other home learning formats.

How will my child be taught remotely?

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

We know that many of our families do not have the resources for children to be online for long periods. We do not believe that younger children can sustain long face to face sessions profitably. The broadband capability for the school is very limited and cannot cope with multiple live streaming simultaneously.

We have therefore decided to provide work in the following way:

- All children have access to either Tapestry or Seesaw learning platforms.
- Staff post work in the form of editable worksheets they have sourced or created.
- Specific links to platforms such as White Rose maths, Read Write Inc phonics, Oak academy.
- Short, staff created instructional films that allow children to access them when they want and watch them multiple times.
- Staff offer daily group face to face sessions via MS Teams.
- The daily live face to face sessions take place at set times to allow families to plan their day. These sessions take place at different times for different year groups so that where there are siblings in different year groups they can all have equal access.
- Face to face sessions focus on short teaching activities, follow up and feedback for activities carried out the previous day.
- We have deliberately decided not to provide multiple, long daily live sessions.
- Activities are designed so that parents **are not** required to print materials where ever possible.

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 children to access online or hard copy work packs daily. Most children should be working approximately within the time expectations set out above but recognise there will be variations.
- We expect all children to attend online face to face sessions regularly and daily where that option is provided.
- We expect parents to provide age appropriate support for children home learning and ensure they have a quiet space to work.

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

- Staff can see the work children have accessed on Seesaw daily.
- Staff can see the work that has been completed and posted back to teachers using the app.
- Staff can give feedback using the feedback tools on the app and if they have concerns will either email parents or call them.

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:

- Staff can provide feedback in terms of short comments or 'likes' using the Seesaw app tools.
- Staff can provide children with verbal feedback either individually or as a group during the face to face MS Teams meetings.

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:

- EYFS children are provided activities and resources using Tapestry.
- SEND children with 1 to 1's are offered daily face to face support via MS Teams.
- Staff prioritise those children with SEND to receive hard copy work packs where there needs require it.

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?

Children who are isolating will be provided work in the same manner as those outlined above.

However if the child is ill or both the parents / carers were ill with Covid our expectation would be that their health and wellbeing would come before any school work.