

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?

Every child will receive a differentiated home learning booklet from school that will cover all areas of the curriculum. It will include a range of new learning for all curriculum subjects. There will be a range of worksheet, video/audio links and practical activities that the children can complete independently or with minimal adult support at home

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, lessons where group work and 'real life teaching' is needed. This may be led by other teachers using recorded lessons (White Rose Hub).

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	We meet the minimum expectation of 3 hours a day with optional extras.
Key Stage 2	We meet the minimum expectation of 4 hours a day with optional extras.

Accessing remote education

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

We are providing our remote learning education using Google classroom – this includes a range of lessons, worksheets and pre-recorded videos. Other websites/resources will be used – these will be included on the Google classroom pages for the children to follow.

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 a 'stock' of wiped laptops/tablets that were donated to school which we have given out to those that have requested them – parents then 'own' the laptop and have to sign an agreement that states that they are now the owner and school is no longer responsible for the laptop/tablet.

If a parent would prefer a printed version of work set, they need to contact school via the office or their child's class email address to request one – this can be collected from the school office.

There is a range of ways parents can submit work to teachers – this can be done via google classroom or class email addresses.

Help is available to families having technical issues – phone calls/video chats can be set up to talk to parents/children through how to set up and use Google classroom.

How will my child be taught remotely?

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

See below some of the examples of our remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, White Rose Hub lessons, video/audio recordings made by teachers and Letters and Sounds videos)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home plus directing parents to online reading such as 'Reading eggs/Eggspress and Oxford Owl'.
- long-term project work and/or internet research activities (which fit into our topic based approach)

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 are not offering live lessons due to the nature of many of our parents working from home and many of our families having more than one child. We expect children to log onto google classroom daily but expect them to complete the work set when it is convenient for them. We ask that at least one English, maths and topic piece to be submitted a week but parents can send more work to the class email address. Children in EYFS can also upload photos to Eexat. We have given out suggestions for routines but understand that every family will do this differently.

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

We check the submissions folder weekly, class emails daily and google classroom comments daily and note these on our school's proforma for engagement. If your child is not engaging in learning and we have concerns you will, in the first instance, receive a phone call from a member of staff (usually from a member of SLT) to discuss our concerns and ways that we can help.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Every piece of work submitted will be read and acknowledged by the class teacher with a positive comment.
Teachers will make notes about any areas that their class have struggled with at home and will revisit these areas when we are back at school.

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:

We will ensure that work is differentiated for pupils that need it to ensure that they are able to access the provision set and work on progressing their learning. We are in contact with our SSEN teacher, who is setting bespoke work for those children who are under their care. Miss Graham, the SENDCo, is phoning weekly to talk to parents where she discusses support.

Outside agencies are still involved – Speech and Language, Behaviour support etc. Referrals still being sent and made for new concerns.

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 your child is self-isolating, and well enough to work, we would expect them to continue to follow the Maths set by the class using the White Rose Hub scheme but to use the workbook sent out with all other curriculum areas.

Some teachers will provide bespoke work for children if parents request it.

Communication can be maintained with school via the class email.