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?

The schools' immediate response to remote learning:

1. Timetable of remote learning activities uploaded.

2. Work uploaded for pupils to access.

3. Paper packs to be collected, if required.

Children expected to learn for 3-4 hours daily.

Remote communication between school and pupils to begin and continue - minimum once per week.

If no connectivity is possible – pupils may be offered a place 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 may need to make some adaptations in some subjects. For example:

- PE lessons may be adapted.
- Music lessons may be adapted.
- Languages lessons might not be with the native-speaking teacher.
- Art and DT lessons may be more theoretical than practical.

Where lessons are recorded pupil feedback might be delayed slightly.

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	Three to four hours minimum.
	1 hour of Mathematics daily
	1 hour of English daily
	Weekly Foundation Subjects, including MFL

Accessing remote education

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

Work is set and learning is explained via a mixture of: Google Classroom, live online chats, telephone calls and paper packs.

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 lend laptops to pupils.

- We issue or lend devices that enable an internet connection when we can.

- Pupils access printed materials if they do not have online access, or these materials are delivered to home.

- Pupils submit completed work to their teachers.

- If none of this is possible we may offer the pupil a school place.

- Where pupils are learning at home, we place regular phone calls to ensure we remain in contact with both parents and pupils, to ensure they have everything they need to be successful.

How will my child be taught remotely?

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

- Live sessions (online).

- Recorded teaching (e.g. video/audio recordings made by teachers, but in some cases other recordings, such as Oak National Academy lessons, where appropriate and in sequence with the rest of the learning).

- Tasks, resources and web links uploaded to an online platform for pupils to work through independently.

- Printed paper packs produced by teachers (e.g. workbooks, worksheets) for pupils take home and work on. Printed packs mirror the work provided to other pupils online.

- Some commercially available websites and learning platforms supporting the teaching of specific subjects or areas, including video clips or sequences.

- ALL learning follows the meaningful and ambitious, well-sequenced learning that the pupils would have been taught in their own classroom, including as much feedback as possible, provided online, in writing or by phone.

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?

> 100% of pupils engage with remote education, either at home or at school.
>
> We expect parental support, for example, setting routines to support pupils at home and contacting the school if help or support is needed.
>
> We offer many channels of communication with parents about how to access and use the home learning provision.

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

> Teachers check pupils' engagement with the remote learning often daily using online platforms, but weekly as a minimum.
>
> We keep engagement data which we use to track pupils and identify pupils and classes where more engagement is needed.
>
> If engagement is a concern, we will contact pupils' homes and ask what more support we can give to enable learning to be more successful.

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:

> Some learning can be assessed immediately – such as online quizzes or learning marked in live sessions. This feedback can be daily.
>
> Pupils upload work for their teacher to check or send in completed work on paper to be marked, with feedback provided online or via telephone. This feedback can be daily, but must be weekly as a minimum.
>
> Further feedback is given by email or phone.
>
> Pupils will receive assessment feedback on their learning at least weekly.

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 deliver remote education for pupils with SEND by following their individual learning plans – delivering this learning online or through paper packs and concrete resources. The class teachers and learning support assistants working in conjunction with the SENDCo and Inclusion Leads.

This might mean pupils receive specialised resources to help them access different tasks. E.g.: Sensory packs, social stories, concrete resource as required.

Individual therapies and outside agency support required by EHC plans is still delivered online where possible.

For younger pupils, for example those in Reception and Year 1, the session times are be shorter and focussed around reading, phonics, key stories and key skills.

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 individual pupils are self-isolating, they are provided with remote learning that mirrors exactly the same learning as is happening in their classroom. With meaningful and ambitious, well-sequenced learning, including feedback provided online or by phone.