

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 was provided with a remote education book in October 2020 in which activities planned can be completed.
- For children in EYFS and Y1, activities will be shared via Tapestry and staff within the classes will keep parents/carers informed about what their children need to do. Remote sessions/meets will be arranged as soon as reasonably possible and for children with specific needs, we will contact you to discuss provision.
- For children in Years 2- 6, every child has a login for Google Classroom. The class teachers, once aware of the isolation, will provide activities linked to the curriculum planned at that time, with consideration for access to devices and resources at home as well as support available.
- All children have MyOn logins to access reading materials online; children in Years 2 – 6 have logins for Accelerated Reader where they can complete quizzes linked to the reading completed.
- Children in Years 2 – 6 have logins for Times Table Rock Stars and teachers may assign specific tables for children in their classes. For Y2, this is being gradually introduced to the children as they are accessing it in Mathematics teaching.
- Some children may have access to IDL to support with reading and spelling.
- All the platforms and children's engagement will be monitored by staff in school.
- Our remote education has been developed based on our experiences throughout the March - July 2020 lockdown, research into case studies of remote learning, feedback from parents and an understanding of our children's barriers, learning styles and interests. Where possible, we plan for minimal access to a device as we understand that many families may have to share devices; activities can then be completed offline and uploaded where possible for a review by a member of staff.
- Any identified barriers will then be addressed at the earliest opportunity.

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, we may offer shorter sequences of learning so the children can build on the concepts remotely without feeling overwhelmed. We may review and rearrange concepts we were due to deliver to make it more accessible for all children, particularly where they may need specific resources or support. Practical activities will be planned where the children have access to resources with alternatives planned.

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	3 hours
Key Stage 2	4 hours

Accessing remote education

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

EYFS/Year 1 – Tapestry

Years 2 – 6 – Google Classroom

Reading – MyOn and Accelerated Reader (Years 2-6), IDL for reading/spelling

Maths – Times Tables Rock Stars

Class teachers will share all information about accessing Remote Education with parents.

[Login details for all relevant sites have been shared in the remote learning books children took home in October 2020; these can be obtained from your child's class teacher.](#)

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:

- The remote education planned by teachers is not dependent upon access to a device throughout the day; minimal access is required to view the activities planned, join short Google Meets with the staff in school and upload tasks

- Activities, where possible, are planned to be completed offline.
- We have a small number of laptops and chrome books available which can be borrowed for families and loan agreements must be signed by the parent.
- We have a small number of data sim cards for access to the internet.
- Completed work can be uploaded to the appropriate platform
- Where families struggle to access the remote learning online, packs can be printed and collected weekly from school on Mondays and returned on Fridays for review by the class teacher, observing core measures of social distancing, hand sanitising and wearing masks when visiting school.

[Any difficulties accessing remote learning should be discussed with your child's class teacher.](#)

How will my child be taught remotely?

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

- Google Meet used for registration and an opportunity for children to ask for support with the days tasks.
- Flexible school timetable implemented to support families working from home. Daily subjects mirrored as close as possible with daily phonics (KSI), guided reading, English and Maths lessons delivered through pre-recorded lessons or live teaching.
- Pre-recorded and live lessons structure will consist of a starter, main teaching, challenge opportunity and a plenary. Grammar, punctuation and spelling opportunities provided in English lessons and reasoning and problem solving tasks included in Maths. Participation from children encouraged through live sessions (via Google Meets) through question and answers.
- Links will be provided, where appropriate, to other websites and platforms for additional resources, teaching sequences and learning prompts.
- Afternoon lessons provided with statutory RE time being fulfilled weekly. Wider faith activities provided through daily broadcast, Ten Ten resources, reflections and meditation.
- National Curriculum objectives used to support planning and delivery and differentiated tasks provided when needed.
- Assessment and feedback provided with opportunities to extend learning and misconceptions addressed through voice notes, written feedback or Google Meet support.
- Should children struggle with any activities, they can notify the class teacher through Google Classroom or parents are welcome to email; where appropriate, additional support will then be offered.
- Printed packs will be provided in exceptional circumstances; these will be planned and prepared by class staff and should be collected weekly; once returned at the end of the week, these will be reviewed and new resources planned.

- As we are conscious of the impact of the pandemic on children's emotional wellbeing, we have continued to plan activities linked to our recovery curriculum and will provide resources and learning activities which are designed and planned to promote positive mental health. There will also be physical activities planned throughout the week as we know how much children benefit from physical exercise.
- Friday afternoons will be planned to be 'screen-free' wherever possible as we are conscious that many children may be spending an increased amount of time on devices.
- Class teachers will incorporate fun activities to promote social skills, such as quizzes, bingo, challenges and story-time.

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 all pupils to engage in remote learning and will monitor this daily.
- To fulfil our safeguarding obligations, we will regularly contact those children and families not engaging in remote learning.
- Whilst we appreciate it may be difficult to complete all activities, we encourage children to liaise with class teachers to seek support.
- There is an expectation that all activities planned are completed but we appreciate parents who have other responsibilities at home, either with siblings, care responsibilities or working from home, may need to adapt their routine to support children, particularly younger pupils.
- There is support available from staff in school to set routines to support learning.

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 will be monitored daily; class teachers will maintain records of attendance at daily meets and will follow up with any concerns of non-engagement
- Completion of activities will be monitored by class staff and parents notified if there are any concerns

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:

- Work is assessed in line with the National Curriculum objective set each lesson and feedback is given in various forms such as verbal feedback through voice notes, written feedback and video meets.

- Pupils will receive daily feedback on their work and opportunities to extend learning or address misconceptions to be given by class team.

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:

- Class teachers will plan for specific needs within each class; they will consider the IEPs of each child in their provision of activities and where appropriate, will provide differentiated tasks for individual pupils
- The SENDCo will monitor the engagement of all pupils with remote learning and support class teachers in planning and provision
- EYFS and Y1 use a familiar platform, Tapestry, to engage pupils and provide learning activities which is skills based; guidance is provided for families to support this. Whilst they do not use Google Classroom for their learning activities, they are invited to meet with their classes every morning as well as whole class reading opportunities.

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 may differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. Class teachers will provide guidance and support for those self-isolating, taking into account access the devices, resources available and support within the home.

If you have any concerns about remote education, please contact your child's class teacher in the first instance and they hopefully be able to support you.

Please see further information in the key related documentation below:

- Recovery Curriculum (June 2020)
- Remote Learning and Curriculum (October 2020)
- Remote Learning guidance for parents (October 2020)
- Accessing remote learning through gaming devices (January 2021)
- Accessing remote learning through Amazon Firesticks (January 2021)