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?

We have plans and systems in place to ensure that we are able to educate remotely from day one. Initially, this will take the form of posted assignments and tasks on Microsoft Teams and the school website. Our wider package of remote education will become available as soon as possible, having dealt with issues of access, staffing and resourcing.

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?

Our remote education is of high quality and is aligned as closely as possible with the 'normal' curriculum and any in-school provision. Class teachers will set work across all curriculum areas. Not all of the curriculum will be delivered 'live'. Sometimes, lessons may be recorded for use at home. In other situations, we will use worksheets or set assignments which can be worked on independently.

Our remote curriculum is supplemented by learning links to high-quality digital resources.

We aim to ensure that the curriculum we are delivering, and the methods used for delivery, are well-matched to the wide-ranging needs of our pupils – just as we would in school.

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	*In line with DfE guidance, we expect children in Key Stage 1 to complete 3 hours learning each day (this may be less in Reception). In Key Stage 2, we expect children to be engaged in learning for 4 hours each day (Monday to Friday).*

Accessing remote education

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

Children have been trained to access the Microsoft Teams platform and have their own individual logins and passwords.

For other online resources, children have been allocated passwords where necessary and details of any web links or Apps are shared with parents and carers.

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 school has a bank of laptops which are available on loan to families, where this is the barrier to access. In addition, wireless routers can also be sourced and loaned to parents and carers.*
- *Support for parents and carers has been provided through provision of 'How To' guides. Additionally, our remote education leader (Dr Nash) is readily available to provide direct support to families either online or by telephone.*
- *Some children will find online learning a challenge or otherwise unsuitable. In discussion with families we provide hard copy work through the postal system or agreed a parent/carer pick up time from the school office. This work can be returned via the post office in an envelope marked for the teacher's attention or by an agreed drop off time at school.*

How will my child be taught remotely?

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

- *Daily live online teaching provided for Maths and English across all ages*
- *Pre-recorded lessons for other curriculum areas*
- *Commercially available websites and Apps, to practise key skills or view high-quality pre-recorded teaching*
- *Printed packs produced by teachers for those children who find online learning unsuitable for their needs or who have specific needs.*
- *Practical tasks, including being physical and creative*
- *Opportunities for 'togetherness', including, class story-time and assembly*

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 recognise that these are extraordinary times with extraordinary demands and concerns. We know that by working together we can provide the best possible learning experience under these most challenging of circumstances. Each family will be different – only the timing of live lessons is fixed. Families can make the other learning activities fit around their own circumstances.

Our expectations are based on the government's guidance and we are here to support you throughout.

To support your child's remote learning engagement during lockdown or self-isolation:

- *Help your child to be ready for learning between 9am and 3.15pm during the school week. No work will be set outside of these times.*
- *Keep good routines going and ensure your child knows when it's time for learning, when they can have a break and what's coming up next. Involve them in creating their own timetable if this helps them to feel reassured.*
- *Praise them for the good work they are doing, let them know that you are proud of them and their efforts.*
- *Allow them to be as independent in their work as they can be, be ready to support them when you know they've tried but they remain stuck.*
- *Expect them to show you their best efforts just as they do the staff in school.*
- *Let school know if something is worrying you and you feel your child is struggling. We will work with you to try to resolve the situation so that your child's learning does not suffer.*

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

- *Teachers check daily who attends lessons and who submits completed work, just as they would if all the children were physically in their classroom. If teachers become concerned that pupils are absent, they will contact families to discuss and offer support.*
- *We understand that there will be times that children cannot attend lessons. Parents should inform school through the office or via the class emails if their child is not able to join in their learning, just as they would if they were absent from school. The teacher will then record this reason for the register.*
- *If these standard procedures do not bring about increased engagement, a Senior Leader will make contact with the family to discuss the issue – always with the aim to ensure your child is receiving the best education possible and to reassure ourselves about your child's wellbeing. If concerns persist, we will contact the Early Help service who work in partnership with us to support children and families.*

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:

- *Praise, commentary and questioning during live teaching, following submission of work and through the year group email system*
- *Identifying strengths and improvement points in submitted work*
- *Using low-stake quizzes and other assessment tasks*
- *Use of whole-class feedback at the beginning and end of lessons (and otherwise as effective)*
- *Teachers are not expected or able to provide the same level of feedback as would be available in the classroom environment. They will use their judgement to decide when and how feedback would have the biggest impact, always being mindful of their workload.*

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:

- *Be available to provide support and guidance through telephone, email and if required virtual meetings to discuss and resolve any concerns*
- *Ensure there are alternatives to online remote learning, should children feel more comfortable to access.*
- *Where online learning is appropriate, work with families to address any IT needs or concerns.*
- *Providing daily structured learning activities appropriate to children's abilities in a predictable routine to promote positive engagement.*
- *Where appropriate and possible, provide children and groups of children with live online learning and social interactions with staff they know well and who know and understand their needs.*
- *Collaborate with wider agencies such as paediatric speech and language therapists, Early Help and Children's Services to provide additional or enhanced support if families are in need.*

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 well enough can access remote learning through physical paper packs or online Microsoft Teams (Teams) whichever is most appropriate and helpful to the learner.

Paper packs: - *provided by the class teacher, these can be sent home or collected from school by arrangement and will as far as possible link to the ongoing work of the class. Work completed by children can be returned to the teacher in the same way. Families and school can continue to liaise by email and phone to share any information necessary.*

Teams*: - If pupils are able to access online, they will be invited to sign onto Teams where they can join in with live lessons and have activities set for them including guided reading and wider curriculum learning. Children will be able to share their completed work with the class teacher again the Teams platform and receive feedback.*

Alternatively, we will signpost learners to quality online resources including White Rose (maths) and Oak Academy.