

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?

For the first day or two of children being sent home, we will provide general maths and literacy activities designed around what the children have already covered. Activities will be posted on our learning platform, Seesaw. We will also make use of online platforms such as Times Tables Rockstars and Mathletics, which the children in Key stage 1 and 2 are already familiar with. Pre-printed paper resources will be available on request from the school office.

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 to do so. However, we have needed to make some adaptations in some subjects. For example, (DT, reading and art where access to resources such as glue, saws, textiles dowl, books would prove problematic).

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 Early years to year 2	No less than 3 hours per day
Key Stage 2 Years to year 6	No less than 4 hours per day

Please bear in mind that this doesn't mean it has to be in one solid block of time, or that the children have to be sitting at a desk for the whole of the time. The hours of remote learning set include the activities designed to keep the children active. You know your children best, please do not worry about doing tasks in different orders, having breaks or getting your children out in to the fresh air. These timings are there as a guide for you. If you have any difficulty in covering the curriculum please contact the school for advice.

This follows the Government guidance.

Accessing remote education

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

Remote learning will be accessed via our online learning platform called Seesaw. It is very child friendly and easy to navigate. It provides the ability for teachers to post videos, verbal instructions, and activities. It allows activities to be completed online or to be down-loaded. Importantly feedback can be given in a range of forms.

We will continue to use Timetables Rockstars and Mathletics where it is appropriate to do so.

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:

- Issuing of computers/laptops is at the Headteacher's discretion and are given out on the basis of need (due to the limited number of devices we are unable to issue everyone with a device). People who feel they would benefit from access to a device and do not have other devices available should contact the school office. On agreement of a device being loaned out, the recipient should collect the device from the office and parents must complete a Loan Agreement form which is available from the Business Manager. If this is not possible devices will be delivered to the family home and will be handed over on the completion of the form.
- If parents request paper packs of work, these will be printed out in school and sent home via post, delivered by staff or may be collected from the school office. Work can then be returned to the office once completed.
- For families where access is limited due other factors (such as limited resources, parents working at home and so there are time constraints) our timetable is flexible, children are not expected to complete work at set times or on set days. Any time tables published are only a guide.

How will my child be taught remotely?

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

Our approach for teaching remotely consists of the following strategies.

- recorded teaching (e.g. video/audio recordings made by teachers);
- printed paper packs produced by teachers (e.g. workbooks, worksheets) on request;
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (BBC Bite bitesize, Timetables Rockstars and Mathletics);
- long-term project work and/or internet research activities (Linked the topics planned for this period);
- there will be opportunities to meet the teachers via phone calls and zoom meetings.

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?

Our expectations for engagement is as follows:

- daily engagement of tasks by each pupils and completion by the end of the week;
- that feedback is responded to.

If you encounter any difficulties with your child's engagement, please contact the school for advice.

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

Work will be monitored daily by the teachers and SLT

- feedback will not occur on PPA afternoons or when staff are on training or taking part in professional meetings. It is not expected that staff will feedback before 9am or after 3.30 pm
- engagement will be monitored daily. If there are any concerns with engagement the class teacher will contact the parent, initially by phone. If engagement continues to be a concern then the parents will be contacted by a member of the Senior Leadership Team.

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:

- Feedback may be written or a voice recording or video explanation. Work will be assessed against the expected National Curriculum year standards appropriate for each child;
- Feedback will be given daily.

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:

In this section, please set out briefly:

- all children with SEND from Year R to Year 6 follow their normal curriculum in ways that they can best access;
- children with EHCPs are strongly encouraged to attend under the vulnerable child category. Their SNAs are in school and available at all times to support them and ensure their needs on their EHCPs are met, as well as supporting their mental health needs. Any child with an EHCP who is staying at home receives regular phone calls from the SENDCo to monitor progress and offer alternative or additional support where needed.
- If any children with SEND cannot access any activities on Seesaw, alternative activities that follow the normal curriculum are provided. Paper packs of activities are also available if needed.
- IEPs with individual targets are shared with parents, with targets and activities parents can follow at home. These activities can substitute any activities children may be struggling with on Seesaw.
- Children receiving ELSA will be monitored by the class teacher and advice sought from the ELSA if required;
- For children in EYFS and Year 1 the tasks devised take in to account the children's ability, concentration levels and need for adult support. For EYFS the tasks will reflect the EYFS framework and will reflect the appropriate level of play based learning.

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?

There will be no difference in approach for children self-isolating.