



Remote education provision: information for parents

January 2021

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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?

On day one (Tuesday 5th January) children were encouraged to make the most of the outdoor spaces they have around them as well as to practise their reading and times tables. From day two onwards, the children have accessed a number of online teaching calls followed by independent activities to complete based on this input.

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 are not able to teach PE in the same way so provide online resources and activities that still provide the children with the opportunities to participate in physical activity.

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	4-5 hours
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Key Stage 2	4-5 hours
Key Stage 3 and 4	N/A

Accessing remote education

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

The children will access their education through Microsoft Teams and then use e-mail to send their work to their teacher at the end of the school day.

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:

- Parents are asked to contact the office if they have any issues in accessing technology.
- We then put into place provision for the family to receive a Chromebook(s) to support the children in accessing their learning.
- The family sign an agreement with school when collecting the technology.
- If there are internet difficulties, we provide hard copies of the work for the week.
- Our list of vulnerable children is reviewed on an ongoing basis to take account changing family circumstances.

How will my child be taught remotely?

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

As a school, our approach is to:

- Upload the daily learning PDF to Microsoft Teams prior to the school day starting – this gives children access to all teaching slides and activities throughout the whole day and for the duration of the week.
- Participate in up to 4 Microsoft Teams lessons a day with their class teacher and peers.
- Through their daily learning slides, the children are guided and directed to various useful learning resource, such as BBC Supermovers, as well as other practical activities that do not involve screens.
- The children have access to Times Tables Rockstars and Numbots.
- The children also have access to two recorded assemblies a week that are uploaded to their class Microsoft Teams page.
- Intervention sessions are also set up for small groups throughout the course of the week with their class Learning Support Assistant.
- The children have the opportunity to stay on the Teams call at the end of the session to ask any further questions or to be guided through the activity.
- Parents and children are able to e-mail class accounts or use the feedback facility on Teams to ask any further questions once the children have begun their independent learning.

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?

- Children are expected to access at least one virtual session a day.
- Parents are expected to support their children with accessing the learning, following the timetable provided and sending work to the child's teacher.
- Parents are expected to inform the school of any illnesses or reasons why their child cannot access the teaching that day as per our attendance policy.

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

- Teachers keep a track of who has accessed each of their daily teaching sessions.
- If a child has not attended at least one session in a day, there will be a well-being call made if the school have received no communication from the family. If there is no answer, an e-mail is sent requesting that contact is made by 3.30pm. If this is not done, a well-being visit will be conducted by two members of staff.

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:

- Children receive feedback daily for the work they send to their teacher through e-mail.
- Misconceptions are addressed through teaching calls.
- Children receive praise and feedback for their responses and ideas during the teaching calls.
- The school send praise letters to children each week to recognise their hard work and effort.
- Teachers send virtual Headteacher's Awards to children for their work, attitude and contributions.

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:

- All children with EHCPs have been invited into school. Those who have not taken up this offer, receive personalised daily learning slides and have a 1:1 input for some of their sessions.
- Where appropriate, children receive interventions throughout the week e.g. precision teaching.
- Children have the option to stay on the call once others have begun their learning if they want to discuss anything further.
- Our list of vulnerable children is reviewed on an ongoing basis to take account changing family circumstances.
- Children in Reception and Year One have access to the same provision as Year Two - Year Six pupils. Provision is tailored as necessary, for example activities may be more hands-on. Children in Reception are encouraged to send examples of their work via Tapestry.

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?

Their daily work is uploaded to Microsoft Teams and there is a weekly virtual meetings set up between the child, parents and teacher to discuss the learning that has taken place.