

**INSPIRE NURTURE BELIEVE ACHIEVE**

*Working **together** to be the **best** that we can be.*

## **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?**

The children all have a regular offer of independent learning that can be accessed immediately – TTRS, Numbots, Number Blocks and Alpha Blocks, EdShed, and Read Theory. All children have also been provided with a paper pack of work to support initial isolation periods. The aim is for them to have online learning as soon as possible. Working with the Class Teacher and Senior Leadership Team allows a plan that best meets the needs of individual children to be agreed.

### **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?**

The children follow the curriculum progression that has been planned for the current half term. The same curriculum delivered in school is taught to those working remotely wherever possible and appropriate. However, occasionally, we may need to make some adaptations in some subjects. For example, the children at home may follow some lessons on Oak Academy.

### **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 <b>3 hours</b>	Year 2 children are expected to join in lessons and work remotely for 3 hours per day. Year 1 children may need more rest time and access these lessons between 2 and 3 hours each day.
EYFS	Children in EYFS will receive an appropriate level of short burst Maths, Phonics and Story Time lessons daily. They are then free to follow 'Hygge in the Early Years' resources that are sent home for parents to follow with their child.

Key Stage 2 <b>4 hours</b>	Children in KS2 are expected to join in lessons and work remotely for 4 hours per day.
-------------------------------	--

## Accessing remote education

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

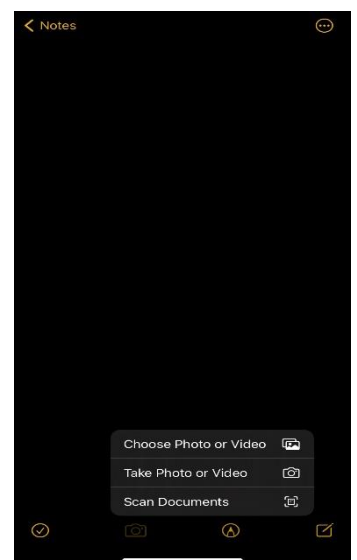
All children in school are taught by their Class Teacher. Children learning remotely log in via Teams and join in with the lesson as it is being taught live. HLTA's and Student Teachers may also support with online learning for small groups.

Each class receives an overview of the week which explains when to log in / when to work independently / when to take a break etc. This follows the same routine as the child's bubble in school. All work for week is grouped into daily packs in order of the lessons for the day which makes it easier for children to follow along.

### 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 contact school if they are struggling with access due to a device and a school laptop or tablet is loaned to pupils – this must be returned once the child resumes working in school.
- If a family is unable access the internet, school is able to provide a data card and a dongle to enable this to be used. Contact school via the admin address to request this.
- All pupils are provided with all paper materials and resources for the week ahead. Parents are asked to collect these from schools. Where families are in isolation but well enough to complete schoolwork, a member of staff takes the work to the pupil's house before moving away and informing the parent by telephone that the work pack is there. Any practical resources that younger children or SEND children may need are also provided.
- Children and parents are encouraged to submit work via email - using the 'notes' app on iPhone or iPad is the simplest way to turn a photo into a 'scanned' document. See image →
- Children who are unable to submit work electronically (either independently or with the support of an adult) are also able to submit work when completed work packs are returned to school.
- Children share completed work in 'review' parts of the online lessons and receive feedback and support then. Parents are encouraged to email the teacher using the class email address to inform them of anything their child requires additional support with.
- KS1 and EYFS children are able to submit their work via Tapestry too in the same way that they do when all children are in school.



## **How will my child be taught remotely?**

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

- live teaching (online lessons) using Teams (children do not log on during a Teacher's PPA or P.E session)
- recorded teaching (e.g. Oak National Academy lessons)
- printed paper packs produced by teachers (e.g. weekly packs organised into resources needed for each lesson)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- other: we may provide challenges or long-term project work and/or internet research activities - an example of this being the whole school STEM Challenges where children follow the brief, design, make and evaluate their creations, submitting photos to their class teachers via email or Tapestry. If a teacher were unavailable to teach the class, a holistic project may be given with supporting links instead of the daily log-in lessons.

## **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?**

- Pupils are expected to log on at least for registration, ideally twice per day but once if this is difficult for parents around their work schedule. When P.E is timetabled, or it is a teacher's PPA session, the children are not expected to log on and instead, can follow the work set independently for that session. Children are expected to be online for at least some of the lessons each week as a way for their class teacher to check in and support them. Children should become more independent when participating in lessons as the remote learning offer develops so that they can work under the guidance of a staff member to allow parents to work from home.
- Parental support should assist children with logging on and following the structured timings of the day if necessary. Where parents have decided to lead some of the learning themselves offline, they are expected to follow the lessons outlined in the work pack.

## **Safeguarding**

- parents should promote safeguarding;
- children, where possible, should work in a communal area; we understand that with multiple children and adults working at home may mean that this is not possible. Wherever they work, it should be a suitable space and children should follow the school rules and demonstrate appropriate learning behaviours;
- adults and children at home should be appropriately clothed at all times;
- appropriate language should be used by adults – sounds travels and can be heard from other rooms, even with doors closed;
- adults must respect the class teacher when they are teaching and use the appropriate channels of communication to discuss anything – online learning time is not an appropriate forum with children both online and in class.

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

- Throughout the live lessons, children are asked for feedback about how they are finding the work; they are also asked to show their workings by holding up their whiteboard for the teacher to see.
- Teachers log who is and isn't online morning and afternoon. If several lessons / days are missed, they will contact the family to discuss any support needed.
- Any concerns about work or behaviour online will result in a member of staff contacting the parents to discuss it and offer support. This may be via email or phone.

## **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, marking work together as a class, and 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 engage with whole class feedback during the lesson e.g. Maths or Spellings may be marked as a whole class.
- through small group or 1:1 interventions and / or 1:1 reading sessions
- Work can be shared on Tapestry for EYFS and KS1. EYFS may also have additional 1:1 or small group feedback.
- Work to be proud of can be emailed to the Class Teacher.
- Work packs and books should be handed in to be reviewed weekly. *These will not be formally marked and handed back. These will be reviewed and kept in school.*
- Following a review of this work, feedback may occur in one of the following ways:
  - the teacher may decide to revisit a concept for the whole class;
  - the teacher may provide additional tasks for a particular child / group of children;
  - the teacher may direct an adult to work with the child at the end of the lesson for an additional period of time;
  - the teacher or other member of staff may work with a small group to embed and consolidate learning or to support children who are capable of, but not reaching / accessing the challenges provided in lessons.

## **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 those who are vulnerable or those 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.

Children with an EHCP have their own personalised Remote Learning Offer.

SEND children and Vulnerable children without an EHCP are contacted by the class teacher to ensure that their interventions and support can be incorporated into their remote learning timetable.

### **Remote education for self-isolating pupils**

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

It doesn't – as long as your child is well enough to access their learning, they should be able to log online and join in with the rest of their class.

### **Communication**

If you require any support or assistance, you can:

- Email the Class email address
- Ask a question on Tapestry (EYFS / KS1)
- Email the school administrator

Email is preferable during lock-down as there may not always be someone to answer the phone / receive answer machine messages.

Emails can be sent to the class by the school administrator to the teacher to pass on any information.

Please **do not email the Headteacher directly** as the volume of emails may mean that there is a delay in receiving a response. Communication sent to the administrator will always be passed on to / discussed with the Headteacher.