

## **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?**

Pupils will be sent home with a paper pack of year group appropriate work in Maths and English. They will also have a reading book, maths homework (either MyMaths or Maths Workbook) for that week and spellings for that week (Y2-Y6).

## **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:
  - PE – pupils will be directed to PE activities through the website and Friday afternoons is dedicated to fitness time; however, we are unable to deliver the PE curriculum remotely and suggested activities will focus on fitness rather than team sports, gymnastics or group dance.
  - Design and Technology – the practical aspects of Design Technology may not be able to be addressed remotely due to resources.
  - Science – teachers may demonstrate science practical activities and may give video links for pupils to learn from; however, some practical aspects may not be addressed remotely due to resources.
  - Music – pupils will be directed to music activities through the school website, using the Love Music Trust resources; however, the music curriculum that the school normally use, using the brass and woodwind instruments will not be followed when learning remotely.
  - Art – some aspects of Art may not be taught remotely; however, staff will endeavour to give the children learning activities that follow the curriculum where possible. There will be deviations from the planned curriculum depending on the resources and level of teacher input needed.

## **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	At least 3 hours depending on how long independent and follow up tasks take.
Key Stage 2	At least 4 hours depending on how long independent and follow up tasks take.

## Accessing remote education

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

Live lessons, video links and documents are accessible via Microsoft Teams.

### 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:

- DfE allocated laptops (8) as well as school laptops (reconfigured for home use) for loan (information collected via parent survey 18/01/2021)
- 4G wireless routers applied for via DfE
- Weekly printed packs available from the school office

### How will my child be taught remotely?

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

Our remote teaching approaches include:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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 with remote education; however we understand the challenges that families face such that if a child can not access the live lessons, the resources and activities are available anytime from the Class Team and/or paper packs are available.
- We expect parents to support the remote learning by, for example, setting routines to support their child's education, collecting paper packs if required.

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

- A register is taken of the pupils attending the live sessions and a weekly phone call is made to check in with the families where children have not attended at least 3 days out of 5.

### How will you assess my child's work and progress?

- A range of strategies are used for assessing work and progress including:
  - Quizzes
  - Assignments
  - Planned opportunities for feedback (each day ends with a summary session to feedback and share work)
  - Online class discussions
  - Self-marking – sharing answers
  - Questioning within sessions
  - Sharing work in the following session
- The frequency of feedback depends on the type of assessment

## **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:

- To support families where pupils have an EHCP, we have offered places in school. For those pupils with an EHCP who are not attending school, the SENCo is working with parents to support remotely. The school also works with outside agencies including SALT and VI.
- For families with younger pupils, for example those in Reception class and Year 1, there will be an emphasis on phonics. Age appropriate sessions will take place and for those children who are not able to access live lessons due to their young age, printed packs and online links are shared for parents to do with their child at their own pace/time. The staff will support families with this.

## **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?**

- **Maths lessons** uploaded to Microsoft Teams / emailed, following on / mirroring the maths being covered in the classroom at that time. This may be a combination of White Rose Maths videos following the same content from school maths curriculum, the screens or PowerPoints used in the classroom and resources / worksheets used in the classroom. Answers will be provided for self-marking at home. Any work completed can be uploaded via Teams or email.
- **English tasks** uploaded to Microsoft Teams / emailed following the sequence of learning happening in the classroom. The quantity will be dependent on age / stage of your child. Some / all of these will be 'handed in' to your child's class teacher on Teams or emailed for marking.
- **Phonics activities for KS1** to work on the sounds your child will be missing
- **Topic task(s)** following the lessons being covered in class that week. This may be the screens from the lesson being uploaded onto Teams / emailed along with resources / worksheets (if appropriate i.e. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative 'topic' learning will be set on Teams / emailed which may make use of the Government's 'Oak Academy' lessons.