

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?

Each child in school has been given a work pack that they can immediately begin using if they are isolating from school.

In addition, children have access to MyMaths, Spelling Shed and in KS2 TTRockstars. Login details are in your child's diary – any problems please contact the school office.

As soon as is possible, children will be invited to live Teams sessions and be set work via Teams. As soon as your child isolates, ensure that you are able to access Teams. Year 2 children and above have been taught to do this in school and there are instructions on the school website under the 'Teams Instructions' tab.

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 cannot deliver the same P.E and music lessons because equipment will vary.

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 FS2 and KS1 (Oak, Beech and Chestnut classes), we are setting work that will take at least 3 hours to complete. In KS2 (Willow, Sycamore, Cedar and Maple classes), we are setting work that will take at least 4 hours to complete. We are sticking with our school timetable, if a lesson takes longer than an hour to complete. Please submit as far as you have got. Not all children will complete all of every task.
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Accessing remote education

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

Our remote education is set through Microsoft Teams, all children have login details for this. Please contact school if you cannot find your details. We also use TTRockstars (KS2 only), MyMaths and Spelling Shed. These logins are within the children's diaries.

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:

- For families that have no appropriate device for their children we will loan laptops.
- For families with no internet access we provide SIM cards that provide a hotspot for laptops to tether to.
- We will provide paper copies of work for children if required.
- Paper work can be photographed and emailed to school for feedback or we will collect it in when delivering new work.
- If you require any of the above assistance, please contact the school office.

How will my child be taught remotely?

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

- Live teaching through Microsoft Teams. There will be two sessions on most days.
- Recorded teaching – White Rose Maths recordings will be used to teach concepts when live teaching is not available, Oak Academy live sessions will be used when they fit with our curriculum, Phonics videos produced by our school teaching staff and closely aligned providers will be used. Teachers will also link audio and/or video with their own powerpoints.
- Assignments set within Microsoft Teams.
- Printed paper packs produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – Ttrockstars in KS2, MyMaths, Spelling Shed in addition to the previously mentioned online resources.

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 children to engage with live sessions and assignments set within Teams.
- We expect parents to support children to access Teams sessions and assignments.
- If there are difficulties engaging with work, parents need to contact school

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

- When children have not attended live sessions and/or work is not being completed, parents are contacted to see if they need support.
- Regular non-attendees given support to access sessions/work or alternatives to support them.
- Parentmail, email and phone calls will be used.
- If parents cannot support children to participate in remote learning discussions will take place with them.
- Where no contact can be made, home visits will begin.

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:

- Where possible, feedback will be given during live sessions through sensitive discussion and demonstrations of how to solve misunderstandings.
- Where children are experiencing challenge with certain aspects of learning, small groups sessions can be organised or future live sessions will be tailored to support progress.
- Sometimes feedback will be given through email replies or writing within Teams. This is not as effective as verbal feedback and will only be used as a last resort.

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:

- Children with additional needs will be included in whole class sessions so that they can socialise with their peers.
- Children with additional needs will be supported through tailored work delivered either through small group or 1-1 live Teams sessions, different assignments being set or practical work being delivered to them.

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?

Where possible, children will be invited to live inputs from the class teacher alongside the class. Assignments will then be set on Teams. If this is not possible, assignments will be set on Teams and explanations will be given through either powerpoints, pre-recorded teaching sessions or within the assignment itself. On the first day of isolation, the child might need to access work from their pack or use TTrackstars, MyMaths or Spelling Shed for the first day. After this, the teacher will have had time to load assignments onto Teams. It is worth regularly visiting Teams to check when work is loaded from day 1.