

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?

Children who are sent home will have work set on Google Classroom within the first day and as soon as practicably possible. As teaching staff are usually also teaching in school, this may not be until lunchtime on the first day. If the children are sent home from school during the day, they will be sent home with the paper resources they will require, such as White Rose Maths workbooks. Delivery of resources of resources will be arranged, if necessary.

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, there may be some curriculum areas and subjects where the provision in school cannot be replicated remotely or at home. An example of this might be music, PE or practical elements in other subjects. We endeavour to ensure parity between school and home whilst recognising it is impossible to completely replicate teaching and learning that happens in school.

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:

EYFS	Up to 3 hours per day, recognising that children in the younger aged year groups may not be able to concentrate for long stretches of
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	time. The number of lessons and activities may differ accordingly. Teachers may also set an expectation of ongoing work that should be carried out each day such as 10 minutes daily reading.
Key Stage 1	The expectation from the DfE is that a minimum of 3 hours of recorded/live content and tasks/activities will be set. Teachers may also set an expectation of ongoing work that should be carried out each day such as 10 minutes daily reading.
Key Stage 2	The expectation from the DfE is that a minimum of 4 hours of recorded/live content and tasks/activities will be set. Teachers may also set an expectation of ongoing work that should be carried out each day such as 10 minutes daily reading.

Accessing remote education

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

Google for Education is the main platform used for remote education. All other resources will be signposted through Google Classroom. Children in EYFS will use tapestry to return their work.

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:

We will loan Chromebooks or iPads to pupils. Contact Ms Checksfield for more information.

We can issue or lend devices that enable an internet connection (for example, routers or dongles). Contact Ms Checksfield for more information.

How will my child be taught remotely?

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

We will use a range of remote teaching approaches, which include:

- live teaching in groups (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)
- printed paper packs (e.g. White Rose Maths workbooks)
- reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. White Rose Maths)

The table below shows expectations in each subject area in more detail:

Subject Area	Frequency	Content
Maths Lessons	Daily	<p>We are using the White Rose Maths Scheme and resources. Workbooks replace the previously used worksheets. They will be sent home to avoid the need for printing at home. There are videos and PowerPoints included in the scheme which will be provided for pupils. If additional teaching videos are required, they will be recorded by school staff and uploaded.</p> <p>Work will also be set on Mathletics and Times Table Rock Stars.</p>
Phonics (KS1) or Grammar and Spelling (KS2) Lessons	Daily	<p>We follow the Letters and Sounds programme for teaching phonics. Teaching videos will be provided.</p> <p>A daily spelling/grammar task will be set for KS2. Teaching videos will be provided for new content. Children in UKS2 will be provided with a workbook. REDIWRITER will be used for spelling.</p>
Writing or Reading Lessons	Daily	<p>Reading</p> <p>KS2- Class shared reading lessons will take place through video or audio recordings. Children will then be expected to answer reading comprehension questions.</p> <p>KS1- Guided reading lessons will take place in small groups via Google Meet.</p> <p>Writing</p> <p>Children should continue writing at length, including writing on lined paper in the exercise books provided. School staff will record teaching videos or use externally produced high quality resources such as Oak Academy.</p>
Handwriting Lessons	At least twice a week	We are using the 'Letter-join' handwriting scheme.
PE Lessons	Twice a week	Staff will reference externally produced high-quality resources.

French Lessons (KS2 only)	Once a week	Lessons will be taken from the 'Salut' scheme.
Computing, Science, History, Geography, Art, Design and Technology, French, RE, PSHE Lessons	Varies	Staff will use a mixture of externally produced high-quality curriculum resources and video and resources created by school staff.

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?

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

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

- pupils' engagement will be checked daily through Google Classroom
- where engagement is a concern, parents and carers will be firstly contacted by the class teacher to ascertain the barrier and offer assistance. If engagement does not improve, the headteacher will contact the parent to put a plan of support in place.

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:

- Written feedback will be given using Google Classroom using 'private comments' and 'return' Parents and pupils are encouraged to check returned work daily for comments.
- Verbal feedback will be given through whole-class and small group feedback in live lessons and recorded video lessons.
- Pupils will receive daily feedback.

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 EHCPs will have individualised learning, including numerous 'live' sessions throughout the day.
- For other SEN children, work on Google Classroom will be differentiated according to the needs of specific children where appropriate and when required.
- The SENDCo will monitor the provision being given by teachers for SEND children.

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 a child is self-isolating and their peers are still being taught in school, work will be posted onto Google Classroom to complete. There will not be a recorded input for lessons as if the teacher is in school as they are not available to do this. If appropriate, the pupil may be invited to join the lessons 'live' through Google Meet.

Work set will be as closely aligned to the curriculum in school as possible and will include a range of subjects. In some cases, 'Oak National Academy' lessons or other resources may be used to ensure that their lessons are meaningful, especially where it is felt recorded video teacher input is needed. The class teachers will decide the approach that they feel will give the best learning outcomes for the child. Feedback will be given, but this will take place at the end of the school day.

