



# Remote Education Provision



Knowledge



Spark



Humanity



Grit



Team

## **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?**

On the first day or two, children can look at our website to support their home learning. They will find a suggested timetable and a choice of activities covering all curriculum areas. Teachers have added links to relevant sites where children can access learning.

In this time, school will make phone calls home to make sure everything is in place for children to start the full programme of remote teaching. Surveys will have already been carried out to check which children require devices, but school will make calls to families who have not answered our surveys. Teachers will be in touch with everyone through email to update parents and children and to offer support.

### **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?**

Once all the necessary arrangements are in place, teachers will begin live teaching in Years 1-6 through Teams. In Foundation Stage, teachers will upload teaching material to Tapestry, including recorded teaching (recorded by the teachers), directions for activities and links to other sites.

Throughout school, children will be accessing the same curriculum as they would be doing in school, covering all the same subject areas wherever possible. Certain adaptations will be necessary, for example children will not have access to the instruments they would normally have for music, or the equipment they would normally have for science.

There will be live teaching in Years 1-6 for phonics/reading, writing and maths every morning from 9.00 until 12.00. This will also be recorded so that children can access it at

a later point in the day. In the afternoons, all other curriculum areas will be covered. Some of this might be through live teaching, some through specific work set by the teacher on daily basis and some through children accessing teaching materials on the website. Critical worker children and vulnerable children in school will access the same learning as the children at home. Feedback will be provided to children by the class teacher and a teaching assistant (usually teaching assistant who is normally with the class)

throughout the live teaching time. In addition to this, the class teacher is available for a specified slot of time every afternoon so that children and parents can ask questions about the work. Children will sometimes be asked to upload work or send photos of their work and the teachers will provide feedback.

For Reception, the teaching will be pre-recorded. Children will receive a daily phonics session, a literacy or maths session, a daily story and a weekly list of activities to work through across the week. Children will be expected to upload photos and videos of any work completed, and teachers will provide feedback via Tapestry.

For Nursery, the teaching will be pre-recorded. Children will receive a daily lesson and a story and a weekly list of activities to work through across the week. Children will be expected to upload photos and videos of any work completed, and teachers will provide feedback via Tapestry.

## **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:

- Nursery pupils 1 hour (in 20 minute chunks)
- Reception pupils 2 hours
- Key Stage 1 pupils 4 hours
- Lower Key Stage 2 pupils 4 hours
- Upper Key Stage 2 pupils 5 hours

## **Accessing remote education**

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

Children in Foundation Stage will use Tapestry to access the online remote education.

Children in Years 1-6 will use Teams to access the online remote education.

Teams can be accessed on laptops, tablets, phones, X boxes and play stations. Laptops and tablets are the most effective way of accessing 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:

We are able to lend out all our school laptops when a request is made by a parent. If we have no more available laptops, we will make a waiting list and provide a device as soon as we can.

We will be able to lend dongles as soon as we receive our order of these and we also have data sticks available.

Parents can contact school by ringing, emailing or using messenger on Facebook if they need help to log on to Teams.

Work can be sent to teachers through Teams or email.

## **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 parents to encourage their children to engage with remote learning. We ask all parents to set clear routines for their children (going to bed and getting up at appropriate times to be ready to join the learning at 9 a.m.) and to help their child to log on to Teams or Tapestry.

For those families with more than one child but only one device, we recommend that parents decide on a rota, so that one child can access the live teaching at any one time, and other children access the learning through the recording. We expect that older children will be able to access the learning and work independently, but they will need reminders, encouragement and praise. Younger children will need more parental support, particularly for example when accessing the learning in the afternoons if the teacher is not providing live teaching.

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

A register will be kept to monitor whether children are engaging with the remote education. Teaching assistants or teachers will ring parents of children who have not been online (unless they know that children are accessing the learning later in the day).

We will work with parents and children to address any barriers to the child's engagement with remote education.

### **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. Children will demonstrate their learning in a range of ways, including:

- Answering questions during the live teaching
- Holding up whiteboards with answers
- Adding to the online notepad (individual work or paired)
- Submitting work

Teachers will feedback in a range of ways, including:

- In live lessons, teachers and teaching assistants will provide verbal feedback to individual children, groups or the whole class
- Teachers and teaching assistants will use the chat function throughout live teaching sessions
- Teachers will provide written or verbal feedback for work submitted

## **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:

- Offering children a place in school where appropriate
- Providing SEN work packs
- Providing feedback on written work (over the phone or on the work)
- Providing phone and email support

Our SENDCo is overseeing the provision for all SEND pupils. This includes developing work packs, carrying out phone check ins and delivering interventions (either in school or remotely). Some children with SEN will access the teaching provided by the teacher in a different year group (whether in school or at home) to ensure the work is appropriately pitched.

## **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?**

Children in Nursery to Y6 who are self-isolating can access the website where they will find a suggested timetable and suitable work covering all subject areas. On the website there are links to other learning sites, videos, quizzes and suggested activities. In addition to this, children in Foundation Stage will also receive work through Tapestry.