Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to parents 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 individuals are self-isolating, please see the final section.

The remote curriculum and 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 as we will be taking all the 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 ?

> We will make remote education provision available immediately and will set tasks on Class Dojo (Reception) and on Seesaw using resources from Purple Mash and MyMaths.

Following the first few days of remote education, will children be taught broadly the same curriculum as if they were in school ?

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. It is carefully sequenced and ensures that children obtain the building blocks they need to move to the next step. We publish our curriculum overview for each year group on the website.
- Curricular goals and lesson objectives or learning questions are made as explicitly remotely as they would be in the classroom. Pupils will receive meaningful and ambitious tasks each day in different subjects and will receive frequent and clear explanations of any new content. Tasks are as challenging as tasks set in school and the level of work is pitched appropriately. Teachers will adapt their pedagogy to suit the unique challenges of remote learning, such as shorter attention spans of children. Children will be encouraged to take regular breaks from on-screen learning, and teachers will set off-screen work that develops other skills such as handwriting. Friday afternoons are focused on children's well-being.
- It has been necessary to make some adaptations in some subjects as some topics are difficult to teach remotely. Examples of this are some practical curriculum areas such as certain science topics.

Remote teaching and study time each day

How long can I expect work set by the school to take each day ?

We expect that remote education will take children broadly the following number of hours each day:-

Key Stage 1	3 hours
Key Stage 2	4 hours

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Accessing remote education

How will pupils access any remote education you are providing ?

> Pupils will access online remote education via Seesaw, Class Dojo, Google Classroom, Purple Mash and MyMaths.

If pupils do 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 access at home. We take the following approaches to support those pupils to access remote education :-

- We ask parents to contact us if pupils do not have access to devices such as laptops or tablets and we will do our best to lend devices if we have them available.
- We ask parents to contact us if pupils do not have access to internet connection and we will do our best to provide information regarding internet access and routers.
- We ask parents to contact us if pupils do not have online access and need to access and need to access printed materials; we will arrange for this to be possible. We will provide disadvantaged pupils with additional resources such as calculators and stationery should they need it.
- We ask parents to contact us if pupils need to submit work to their teachers if they do not have online access and arrange for this to be possible.

How will pupils be taught remotely ?

Parents have been given instructions on how to access remote learning and further information can be found on our website. We use a combination of the following approaches to teach pupils remotely :-

- A blend of online and physical resources
- In Reception class, pupils will have access to their virtual classroom which includes a variety of resources to support learning.
- Recorded video input every morning, explaining the work that needs to be completed for that day. Work will be set on Seesaw, Purple Mash, Serial Mash and MyMaths. Teachers are available throughout the day to answer pupils' questions via Seesaw, Purple Mash or Class Dojo. This will encourage pupils to work independently, as they are able to pause, rewind and re-watch the videos. We hope this will also support our families to manage the daily timetable at home, especially those who are sharing devices and/or have multiple children to support.
- Other recorded teaching resources via Oak Academy and online programmes such as IDL
- Printed paper pack produced by Class Teachers (e.g. workbooks or worksheets)
- Textbooks and reading books provided by Class Teachers
- Commercially available websites supporting the teaching of specific areas including video clips or sequences

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Engagement and Feedback

What are your expectations for a pupil's engagement and the support that we as parents should provide at home ?

- Expectations are different for each year group. These will be shared and made explicit by each Class Teacher.
- We expect pupils to be active participants in their learning. Teachers support pupils to work independently by making instructions explicit, modelling strategies and providing concise feedback.
- We expect pupils to complete work to the deadlines that are set. Pupils should seek help if they need it and let their Class Teacher know if they are not able to complete work.
- We expect parents to support us by setting routines to support their child's education and creating a calm, quiet space for learning.
- Pupils, parents and staff are aware of online safety and how to stay safe. Class Teachers remind pupils of online safety principles. Staff are never alone on a video call with a pupil and any live videos are not recorded.

How will you check whether a pupil is engaging with their work and how will parents be informed if there are concerns ?

- Staff will check pupils' engagement with remote education by monitoring their output on Purple Mash, Serial Mash, MyMaths and the Evidence Me app on a daily basis.
- If staff feel that engagement is a concern, they will contact parents immediately by email or phone.
- Parents can share any concerns or difficulties they may have with the person making their weekly welfare call.

How will you assess a pupil's work and progress ?

Feedback and assessment are still as important as in the classroom. Teachers will check how well the pupils are progressing through the curriculum and if pupils have gaps in their understanding, teachers will re-teach this concept or adapt their remote lessons accordingly.

Feedback can take many forms and may not always mean extensive written comments for individual pupils. It could be whole class feedback or quizzes.

We set clear and reasonable expectations on how regularly teachers will check work and provide feedback and pupils are clear about these expectations.

Pupils will have daily written or recorded feedback from the Class Teacher.

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Additional support for pupils with particular needs

How will you work with me to help a pupil 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 to support those pupils.

- The SENCO is responsible for co-ordinating remote learning for pupils with SEND across the school. We will work with families to deliver remote education for pupils with SEND by making reasonable adjustments to our remote learning resources to suit a pupil's individual needs.
- Class Teachers will send home any appropriate resources such as pencil grips, vocabulary charts, maths manipulatives and fidget toys. Parents will be able to speak to the Class Teacher or the SENCO if needed.
- Children working 1:1 with an adult when in school will be contacted by these adults over the phone to support with strategies and systems that are in place in the classroom and, where appropriate, can be put in place at home.
- Pupils with SEND receive an appropriate level of support e.g. therapies, 1:1 support, regular contact and support to create regular routines. SaLT will continue remotely.

Remote Education for self-isolating pupils

Where individuals need to self-isolate but the majority of their peer group remains in school, the provision of remote education will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

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

- We will ensure that individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing pupil feedback.
- Pupils will learn the same curriculum and be set same amount of work at home as in school, even if the way they learn look different.
- Class Teachers will differentiate tasks to suit a pupil's abilities as much as they would if they were in the classroom.

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Remote Education for pupils where their class teacher is absent

Should a class teacher become unwell and is unable to provide remote learning for their class, the subject leaders will provide work in accordance with our carefully sequenced medium term plans in the same way that the class teacher would. Expectations will remain the same. All work completed will be acknowledged by the subject lead and feedback shared with the class teacher on their return to work.

- Should a teacher be unwell, subject leaders will ensure that all pupils have access to remote provision with meaningful and ambitious work each day.
- The subject lead will give at least 'light' feedback within 24hours of the work being handed in.
- Expectations of pupil engagement remains the same.

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