



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?

On our website, on the distance learning tab, parents will find the distance learning medium term plan. This will give a week by week breakdown of links to quality online resources, such as Oak National Academy or BBC Bitesize. These online resources have been selected for each week of the term as they match and link to the medium term plan for classroom teaching, with similar content.

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?

Our remote learning will be matched with our school based learning meaning that children at home will have access to the same lessons as children who attend school. The sequence of lessons will be the same to ensure that when we are fully open, no learning has been missed and children should therefore transition back into 'normal' school routines comfortably and help to minimise gaps in learning.

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, as detailed in guidance from the DfE:

Key Stage 1	3 hours
Key Stage 2	4 hours



Accessing remote education

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

All remote learning will be available on the school's website the evening before. As in the previous lockdown, children can work through the provided PowerPoints independently or alongside an adult at home. In addition to the PowerPoint, there will also be a link to YouTube available on the first slide. This video is a recording of year group teachers teaching over the PowerPoint of the days learning. The video is on Youtube meaning that child can access the learning as often as required and pause the learning and rewind if necessary.

Other online tools we use to support online learning include:

- Spag.com
- Spelling frame
- Reading Eggs
- Oxford Owl
- Mymaths
- Whiterose maths
- Purple Mash
- Microsoft Forms

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:

- If available, we will issue or lend laptops or tablets to pupils, and where parents or carers should contact the school office for further information.
- Children who do not have access to a device or somewhere to work, may be offered a place in school if no other options are available
- The school will provide data sim cards to families who do not have broadband or wifi if available. Parents should contact the school office if required.
- Parents of children who require printed material should make contact with their child's class teacher.
- Parents and/or children should complete the feedback form daily and can also submit work to their child's class teacher through the year group email.



How will my child be taught remotely?

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

- Daily recorded teaching made by year group teacher
- Online video recordings of lesson (e.g. Oak National Academy lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home

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?

Children should complete the learning set in the daily PowerPoint and video by their teacher each day.

Parents and Carers are encouraged to establish a routine with their children to include:

- Times for waking, working and eating whilst ensuring regular intervals for physical activity and relaxation
- The creation of a schedule to co-ordinate the learning plan provided by the school
- Ensuring their child takes a leading role when making choices about how to engage in the learning provided
- A balance between offline and online learning activities
- Talking about and being interested in what their child is learning rather than on the activity
- The importance of staying safe online and engaging respectfully and appropriately with others in an online learning environment, in accordance with the school's Acceptable Use policy



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

- Children and parents will need to complete the Microsoft Form each day with feedback on the days learning as this is used to support planning the following lessons and for teachers to offer further support and guidance to whole class, groups and individuals.
- Teachers will email parents if form not completed and phone the following day if there is no response or communication from parent. This communication is to offer parents and children support with any difficulties they may be having.
- Teachers will also use online tools to make assessments of children learning and use this to support and adjust planning to address misconceptions.
- If teachers do not have contact with parents, they will refer concern to DSL as this now becomes a safeguarding concern

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:

- Teachers will provide daily feedback based on Feedback forms received and responses from parents and children in form about what children have found difficult.
- Teachers will set assessments on Spag.com, my maths, spellingframe and other online sites and then use assessments to identify areas children made errors or have misconceptions and address these in their teaching.
- Teachers will feedback to individuals that submit work through the email address.



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 SEND, who are not attending school, will be in contact with SENCO and class teachers to discuss individual plans for children and how to adapt learning if necessary.
- Younger children, in Nursery, Reception and Year 1 will have videos from their teachers, as with the rest of the school but activities will be practical in the main, acknowledging the difficulties of remote learning for parents with younger 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?

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