

## **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.

The adult in charge of remote education provision is the head teacher – Miss Michelle Hastings.

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?**

- There is a section entitled 'Home Learning' on the school website which is updated termly for each class to provide appropriate, topic related activities and lessons for the first days at home. These can be selected by parents.

### **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, in KS2, maths has been rearranged to enable topic areas that are more easily covered remotely due to lack of manipulatives (e.g. UKS2 are teaching area and perimeter as opposed to fractions as per the long term plan). We have also not currently included DT tasks in our home learning tasks.

### **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	KS 1 - 3 hours per day
	KS2 – 4 hours per day

## **Accessing remote education**

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

Google Meet, Purple Mash, Tapestry, Oak Academy, TTRockstars, Learning by Questions, Numbots

### **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 have a small number of Chromebooks which can be borrowed by pupils who do not have access to a device at home and fit the Pupil Premium or 'Vulnerable' learner category.
- We print packs of work for parents to collect if this is requested. We are also running a weekly drop-off of resources to parents in the local area who are unable to collect.

### **How will my child be taught remotely?**

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or topic areas

## 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 that all pupils will engage with remote education daily and will try their best to complete tasks set with support if necessary.
- We expect that all parents will support their children in setting routines for working, providing necessary resources and a quiet place to work.
- Our minimum expectation in the Early Years is that children will engage in some of the suggested activities set by the teacher which engage their interest and curiosity.
- Our minimum expectation in Key Stage 1 is that children complete a session of English and Maths and one other activity from a choice each day.
- Our minimum expectation in Key Stage 2 is that children complete the Maths and English tasks daily and report to their class teacher.

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

- We keep a record of each child's engagement with remote learning, analyse attendance at Google Meets and live lessons and make weekly phone calls to follow up any lack of engagement.

### 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:

- There will be a weekly 'Celebration assembly' and area of the school website dedicated to excellent examples of home learning.
- In the Early Years, Tapestry is used to provide daily feedback whenever parents upload images, videos or comments.
- In KS1 both parents and children are given daily feedback via personal email, direct responses to work completed on Purple Mash and through discussions in the Google Meets.
- In KS2, feedback is given daily for as many tasks as are handed into the teacher. This is either written via Purple Mash, verbal through Google Meet or recorded videos or returned to parents who submit work via email.

## **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:

- In KS1, daily plans are sent to parents with appropriate links, differentiated tasks and Google Meets. All work submitted is responded to via emails to parents and also to the children via the Purple Mash platform.
- Where appropriate, in KS2, sound clips are added to tasks to provide verbal explanations. Some tasks are differentiated (such as spelling). Teachers are in regular communication with parents of SEN children to check their progress and understanding.
- All teachers are available to support parents with tasks etc via their school email or by telephone. The SENCO, Mrs Tracy Grundy is also available to discuss any concerns parents may have and to provide support to teachers in planning appropriate tasks for children with SEND.
- A weekly phone call is made to families with SEND children to ensure that things are going well and to offer support where possible.
- Practical resources and packs are available for families to borrow to support learning.

## 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?

- If an individual is isolating, the home learning offer will comprise of age-appropriate activities for each day in Maths and Literacy designed to practice fundamental skills, including arithmetic, spelling and grammar practice. There will also be tasks linked to the topic work. This will be sent as a digital learning pack via an email to the parent at the start of the confirmed isolation time.
- Tasks are open-ended to facilitate all children in achieving success.
- Teachers will be delivering lessons to those children in school, so will endeavour to be available for feedback and support, but it is likely this will need to be after school.