



Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils, parents and 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?

Individual child self-isolating is directed to remote learning, which is highlighted on the curriculum map and resources are on google drive. Teachers will email a letter to clarify tasks expected and call parents to check in how activities are going.

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, where we are using Oak National Academy videos, these may practise the same skills as being learned in school, but may be through different activities.

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:

Key Stage 1	3 hours a day on average across the cohort, with less for EYFS children.
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Key Stage 2	4 hours a day
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Accessing remote education

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

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:

- a video will be produced as a guide to where resources are found on google drive. This will be on the website and sent to all families.
- a standard letter will be issued to KS2 pupils, who are isolating, to direct them to remote learning.
- Lower School pupils will be directed to their weekly overview of learning, on isolating.
- a follow up call will be made to see how child is managing the remote learning.
- if a bubble is isolating, the class teacher will begin the weekly menu, daily messages and set tasks at the beginning of the second day of bubble isolation. This allows for information to be sent to parents and carers.
- children will have had in-school sessions using the remote learning resources to support their independence, as far as possible, in navigating the screens.

Where children and families have issues with devices and data, school will loan DfE chromebooks to our disadvantaged pupils, as identified by our census and survey (2020) information.

School will apply for free data from parents/carers providers, when information is shared with school. This has been highlighted in the January 21 newsletter for all parents/carers.

How will my child be taught remotely?

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

Pupils will be taught using a variety of resources.

- Live lessons - recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers Live lessons online are delivered through Oak National Academy.)
- Online reading materials are signposted – comprehensions, Oxford Owls, eBooks from library service.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g phonics play.

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?

- All children are expected to engage and submit work to the published deadlines.
- They are able to comment, ask questions, etc via Google Classroom and Drive.
- There are Google form quizzes to complete as directed.
- Parents are expected to support home learning by ensuring their child access the morning video from their teacher, engages with the activities, upload submissions and contact staff via Google Classroom and Drive, as needed.

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

- Staff will endeavour to return comments to pupils as close to time as possible. This may be a little later when they are working in class with Critical Worker pupils.
- They will feedback on work either as a whole class in their morning video or comment on work and send back for improvement or use mote, to offer voiced feedback.
- Staff are monitoring pupil engagement each day, or each activity and for submitted work. They will call parents where there are concerns about engagement or lack of participation.
- Online acceptable use of the internet still applies to remote learning.

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:

Following our feedback policy:

- Staff will view work and feedback to the whole class on remediation and good examples.
- Mote comments will be returned to pupils via Google Classroom.
- Motivating comments will be sent and/or emoji, at times and as appropriate.
- Work may be highlighted and resent to pupils for improvement/next steps.
- Pupils have a task to submit every day and a written piece each week. The work will be marked no later than 2 days, unless sent on a Friday.

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:

- If a child has SEND and has specific learning interventions and support, we will aim to continue this provision in an adapted form online as appropriate.
- Where possible, remote sessions will be organised for specific input. For example, Speech and Language therapy input will take place remotely either in school or in the pupils' home.
- We will risk assess and work with parents/carers on the best course of action for the SEND pupils, for attending school or accessing remote 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?

- Individual child self-isolating is directed to remote learning, which is highlighted on curriculum map and resources are on google drive. Teachers will email a letter to clarify tasks expected and call parents to check in how activities are going.
- Bubble/super bubble closure will be provided with remote learning