

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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

When pupils are sent home, because they have to self isolate, they are given a pack which includes the content of the curriculum to be taught at least for the next two days. This will include at least 4 hours of content for each day. These four hours will include an hour of English, an hour of Maths leaving the extra 2 hours to other curriculum subjects such as Science, Geography and History.

Teachers will arrange for technological platforms such as Tapestry, Class Dojo and Google Classroom to then take over from paper as soon as practical but not later than 2 days after a child has been sent home.

Please see below for more details of our remote learning offer.

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.
- Should a child or a group have to self isolate the school would, and has, provided the same learning opportunities, across the curriculum, that a child would experience in class. The methods of delivering this learning would come in different forms depending on the needs and age of the child and also the families access to the internet and a device.

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 2 (Years 3 to 6)	<p>4 hours - Teachers are available from 8.55 to 3.15pm Monday to Friday.</p> <p>Children and Parents are given scheduled times to see and talk to their class teachers everyday using either Zoom or Google Meets.</p>
Key Stage 1 (Years 1 & 2)	<p>3 hours - Teachers are available from 8.55 to 3.15pm Monday to Friday.</p> <p>Parents can support their children or contact teachers themselves throughout the day. Scheduled meetings also take place using either Zoom or Google Meets.</p>
EYFS (Reception & Nursery)	<p>3 hours - Teachers are available to families from 8.55 to 3.15.</p> <p>Parents can support their children or contact teachers themselves throughout the day. Scheduled meetings also take place using either Zoom or Google Meets.</p>

Accessing remote education

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

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:

- How you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information?
 - In September support staff rung families to establish who had devices and an internet connection at home ready to use for remote learning. Those families who reported to not the technology or internet were recorded on a centrally held document.
 - Teachers, from September, were submitting homework online and teaching the children in class how to access it. This was done in anticipation that groups of children were likely to be sent home at some point because of the need to self isolate due to a member of their bubble being infected.
 - Letters have been emailed to parents regarding our preparation for remote learning. Within this there is guidance to families on what to do should they have no device or internet. These letters are also on our website. Parents are also sent a text message signposting them to key information.
 - Teachers have also been proactive in ringing and supporting families that are not accessing remote learning. The school has a comprehensive record of who and who is not submitting school work.

- How you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information?
 - The school has ordered 66 dongles to help families who do not have internet at home (at the time of writing they have not arrived).
 - Families have been given SIM cards so they can increase their data limits. Helpsheets have been sent out to families to support them in creating their phone as an internet hotspot. A small number of families who have not been able to link their phones and their devices have been supported to do so onsite by school staff.

- How pupils can access any printed materials needed if they do not have online access?
 - The school has attempted to support all families to have access to a device in order to fully participate in online learning. Families can contact their child's class teacher using email or ring the school should they require printed materials.
 - Teachers have designed their remote learning to try and minimise the need for paper versions.

- How pupils can submit work to their teachers if they do not have online access?
 - Families can send their completed school into school to be marked. When this happens school work will be marked and children will be given feedback.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching (online lessons)
 - All teachers offer live drop in sessions for children. These are well attended and when children do not attend they receive a phone call.
 - Key Stage 2 teachers are teaching live lessons and are able to support children and give instant feedback. These sessions are well attended and parents have given the school positive feedback in regards to their effectiveness.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
 - Teachers in KS1 and KS2 are recording videos of themselves teaching and putting the relevant links onto the online platforms, Class Dojo and Google Classroom.
 - These teaching videos are also supported by high quality learning tasks so children are fully engaged with their learning.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
 - Paper packs have been made up and given to families who do not have access to remote learning. These packs provide the same learning opportunities for children as what is offered online and onsite.
- Textbooks and reading books pupils have at home
 - The school has purchased 'Oxford Owl'. This allows teachers to set reading books for the children in their classes. Teachers and support staff can then read with children in live sessions. It also maintains the home school reading scheme that children would benefit from if they were in school.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
 - A range of online resources are being used across the school among for example;
 - Whiterose Maths
 - Oxford Bitesize
 - Youtube - Phonics Clips
- Long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
 - The expectations for each class include; 1 session of both Maths and

English each day, a reading task and a foundation subject task (Science, History, Geography, Art, RE or PE).

- Teachers also provide drop in sessions. These are to check on the welfare of children and it enables them to have a forum to see each other and talk to their teacher.
- Teachers have not set long project based activities, All tasks delivered are designed to allow the teacher to give feedback so learning can be supported and extended.

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?

- expectations for pupils' engagement with remote education
 - The school's expectation is that all children should be engaged with remote learning.
 - Teachers have provided teaching and learning content for at least 3 hours a day in EYFS and KS1.
 - KS2 the expectation is that children should be engaging with their remote learning for a minimum of 4 hours a day. They should also be checking in with their teacher using Zoom or Google Meets once a day.
 - Any child not attending remote learning should be contacted so barriers to learning can be dealt with promptly.
- expectations of parental support, for example, setting routines to support your child's education
 - The school recognises the pressure on parents during lockdown, in balancing their own work commitments and their child's learning. We have asked families to be supportive of remote learning by guiding and encouraging their children to log on. The expectation is not for parents to become teachers but rather to support their children by providing a routine that allows children to engage with their school work in a sustained effective manner.

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

- How, and how often, you will check pupils' engagement with remote education?
 - Children's engagement with remote learning will be monitored everyday. When children are repeatedly not uploading their school work and are failing to get online teachers and support staff will phone the families. Any barriers to learning will be discussed and if solutions are not achieved the senior leadership team will become involved.

- What action you take where engagement is a concern, including how you will inform parents and carers?
 - When engagement is a concern first the class teacher will phone the family and try to offer solutions and also set out the schools expectations.
 - Should a child continue not to be engaged with their learning despite attempts to resolve any issues arising then the Key Stage leaders will ring the family.
 - Should engagement in online learning continue to be a problem a Senior member of staff will contact the family to set out the schools expectations. This will then be followed by a letter to record that will be filed in the child's file.

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 and Support Staff will acknowledge all students work and in depth mark all children's work at least once during the week for each subject area (this is in line with current school marking policy)
- Teachers can provide written or verbal feedback, or they can provide video links to further explain misconceptions/extend students' learning.
- As a minimum requirement work should be acknowledged daily and all feedback provided to students by the end of the school week.

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 this section, please set out briefly:

- Where pupils have additional support and interventions in school for reading these interventions will continue online. Teaching Assistants will continue to deliver interventions although they may be adapted to support online learning.
- Children who have additional needs will have differentiated work suitable for them as they would normally in class.

- Where children have Education Health Care Plans they will be invited into school and have the usual support from their Special Needs Assistant (SNA). However, if they want to stay at home, the class teacher will plan appropriate learning for them and SNA will support the children online daily.
- Alongside class teachers SNA will monitor the work their children are completing at home.
- SNA's will provide feedback to class teachers who can work with their SNA to provide next steps.

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?

- Should a child or a group have to self isolate the school would, and has, provided the same learning opportunities, across the curriculum, that a child would experience in class. The methods of delivering this learning would come in different forms depending on the needs and age of the child and also the families access to the internet and a device.
- Communication would be clear to parents to enable remote learning to begin at the earliest possible point and no later than 2 days after a child has been sent home.