

# 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.



If you have any questions or would like to discuss your child's remote learning, please contact the Office.

## 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?

If your child is sent home, we will endeavour to send them with reading books and some paper resources. There will be some online provision via google classroom (for Year 1 to Year 6) and via Tapestry (for Reception). The work set for English, Maths and the Wider Curriculum will be matched to the curriculum provision within school, but may be supplemented with additional learning (via Numbots, Times Tables Rockstar and Word shark for Years 1 to 3). Recorded lessons may not be available the first two days.

## 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?

## 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	In EYFS and KS1 the Government have stated their expectation is that children are provided with 3 hours of remote learning.
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	In KS2 the expectation is 4 hours.
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## **Accessing remote education**

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

- For Reception the digital platform we will be using is Tapestry. All parents have had access to their platform since November. Any parent that wishes to get support with their access or add another family member to their child's account, just need to email the Office with their permission.
- From Year 1 to 6, we use Google Classroom to set work. All children have used the same username and password since March 2020.
- Children from in Year 1 to 6 have access to Numbots and Times Tables Rockstars as part of our ordinary homework provision. Usernames and passwords have already been shared with the children but can be obtained by calling the Office, emailing or sending a message via google classroom.
- Children in Year 1 to 3 have access to Workshark to help support their spelling practice as part of our ordinary homework provision. For some children in Year 4 to 6 this is also used as part of a specific intervention. Usernames and passwords have already been shared with the children but can be obtained by calling the Office, emailing or sending a message via google classroom.

### **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:

- The school will endeavour to lend devices to pupils where this is an issue. 11 laptops have been issued to school via the DFE. If access to technology is a barrier, then parents can call or email the office. Priority will be given to families who have children considered vulnerable (but are unable to attend school), Free School Meal and Pupil Premium Children.
- If any materials need to be printed or a resource pack is required, this will be made by the class teacher and be available for collection from the Office. If collecting is an issue, then a member of school staff will drop it to the child's address.
- If paper copies of work need to be submitted but families are not able to do this via google classroom, it can be dropped into the collection box at the Office.

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

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

- Teachers from Reception to Year 6 will upload daily precorded lessons to their online platform. From time to time, teachers may use additional video resources from White Rose, Oak National Academy or BBC Bitesize. We have chosen precorded lessons for a number of reasons: the majority of our children come from families where there are more than one child or where devices are sometimes shared, this offers families flexibility to fit in home school around their work commitments, high quality videos mean that children can stop and rewatch if they need longer to grasp an idea or want to hear an explanation again.
- The precorded lessons will cover English, Maths and the wider curriculum. Each lesson will introduce the objective for the lesson, model and scaffold the task and explain the independent activity. There will be follow up work set. This may be a piece of writing, a worksheet or questions to answer or something else. For subjects such as reading there may not be a lesson uploaded but the task or activity instead with a follow up quiz to check understanding.
- In Reception, the videos will be the equivalent of the carpet sessions they would have at school. The phonics video will introduce phase 4 and then 5 and model the sound, how to segment and blend and how to form the letter. It will follow the Review/Revist, Teach, Practice, Apply model. There will also be some suggestions of follow up activities, evidence of which can be uploaded to Tapestry. There will also be a maths video following the White Rose scheme of learning for Reception.
- Printed paper resources are available from the Office on request. These will include White Rose Home Learning workbooks.
- In Year 6 they will also use supplementary workbooks to support practice for SPAG and Maths.
- For Reception to Year 3, parents have been contacted to come and collect reading books, including a phonic reader matched to the phonics teaching. These will be replaced every two weeks. Children in Year 4 to 6 are able to request new reading book as required. Children in Reception and Year 1 are also registered on Oxford Owl.
- We will use Wordshark, Numbots and TTRockstars to provide daily opportunities to practice maths and spelling.

## 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 children to log in to complete the work each day. Work is preset for either the night before or for early in the morning for parents to have the opportunity to log in and prepare themselves if they need to.
- Work should be submitted each day where possible in order that it is marked and any feedback can be given before starting the next day's work.
- If children have not submitted work or engaged with the online learning, they will, in the first instance receive a check in phone call from the Office or their class teacher to see what else we can do to provide support. This will
- We recognise that different families will have routines that work for them and that flexibility is important to our school community. Each day the teachers post a sample of what the day might look like. Where parents would like more help setting up a routine, they can contact the class teacher to talk about different options.

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

In this section, please set out briefly:

- Throughout the week, teachers will monitor who is engaging in online learning, both logging into google classroom (or Word Shark, Numbots etc) and also submitting work.
- As a school we recognise that some parents may be fitting the work in around their own work commitments and so will be flexible.
- Children who have not submitted work regularly will be sent messages via the online platform and then followed up with a phone call each week. These calls will be logged and monitored by the Headteacher to see if any further action needs to be taken.

## **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:

In this section, please set out briefly:

- Depending on the nature of the work and the age of the child, there are different
- Pupils should receive some feedback on all the work that is submitted within 24 hours. This may be by their class teacher or another member of staff.
- Children who submit work several days after it has been set, may experience a delay in receiving feedback.
- The feedback may take the form of a written comment on the work, a voice note left by their class teacher.

## **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 possible, we would encourage children with an Education and Healthcare Plan to attend school.
- Where this is not possible, a risk assessment will be carried out as per the request of the Local Authority. The SENCO and the class teacher will work together to provide resources. This may be through differentiated online learning via google classroom or it may be a bespoke approach depending on the needs of the child.

## **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 a child is isolating while the rest of the class are in school, work will be set via the online learning platform. It will match (as closely as possible) the work that is happening in school. It will include the wider curriculum. In some cases, copies of the sheets, tasks and reading books will be taken to the child's house to support their home learning.
- Feedback will be given on the work submitted at the end of the day. Depending on the period of isolation and the circumstances at home, class teachers will call the family to offer additional advice or help.