

## **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?**

If the whole school, a whole class or bubble, needs to move to remote learning an initial timetable will be loaded onto the year group pages of the school website. Additional supporting material will be added to support learning over the initial period.

During this initial period pupils should access the website and internet links supplied at an age appropriate level. They should continue using the websites and apps that form part of their usual educational experience (which they have logins for).

We will ensure that all pupils have access to Microsoft so that we can move to live teaching after this initial period.

### **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 may need to make some adaptations in some subjects. For example, we appreciate you may not have access to some of the material required for Art and DT work and will need to adapt the lesson accordingly.

## 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	The amount of remote education provided should be, as a minimum: Reception and Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
Key Stage 2	Key Stage 2: 4 hours a day
Please note that we understand younger children will need support with their learning and that you may be juggling the demands of your own work. Please support your child to undertake what learning you can, and break up the day with exercise and time away from screens as appropriate for your child.	

## Accessing remote education

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

After the initial few days, we will continue to put a weekly timetable on the year group page of the school website.

If whole classes/ bubbles or the whole school need to access remote learning, Microsoft Teams will be accessible using your child's unique log in and password. Microsoft Teams will contain live/recorded lessons from the teachers, assemblies and prayer sessions, and activities for the children to carry out.

## **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 your child does not have suitable online access at home, please contact the school office to inform us and request a paper pack of work.

If you experience any other issues with accessing the internet please let the teacher know through the school office by either phone or email and we will do what we can to help.

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

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

- live/recorded teaching from school staff (online lessons accessible through Microsoft Teams)
- recorded teaching (e.g. Oak National Academy lessons)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- offline work e.g. art and DT lessons, activities for Reception children to be carried out alongside an adult and detailed in the weekly timetable available on the website
- printed paper packs produced by teachers (e.g. workbooks, worksheets) as a last resort

## **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?**

- If pupils are well then, we expect them to engage with the remote learning provided
- We will provide timetables as suggestions as to the timings that should be spent on each lesson and will provide work covering a broad and balanced curriculum
- We expect parents and carers to support their children as much as possible, whilst being aware that many may be continuing to work from home.

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

If whole class bubbles/ whole school is learning remotely:

- Teachers will monitor engagement on line through completed work and comments from children
- Staff will check in with pupils and parents through phone calls, where concerns can be raised and discussed
- If there is a concern from the school that there is little or no engagement with the remote learning, we will contact the parents through telephone or email to discuss ways we can help, and will continue to monitor the situation.

## **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.

## **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:

- Our SENCO and class teachers will work with families of pupils with identified SEND to adapt timetable of remote learning if it is felt this is necessary.

## **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 teachers are in school and teaching the class, they will not be able to provide the same level of remote learning as when the majority of pupils are working remotely. If your child needs to self-isolate and they are well enough to access remote learning, there are links to appropriate websites on our school website on the year group and subject pages. Teachers will also be able to advise parents on activities to complete or send home materials via email. As far as possible this will link to the learning taking in place in school, and will include a range of subjects.