



## **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?**

We aim to make activities available on Google Classroom immediately. However, in certain circumstances the expectations may need to be adapted, this may include, for example, sending pupils home with workbooks to complete independently in the first instance.

#### **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.

### **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	<ul style="list-style-type: none"> <li>• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children</li> <li>• Key Stage 2: 4 hours a day</li> </ul>
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## Accessing remote education

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

- Daily learning tasks provided by class teacher through Google Classroom or class email system.
- Access to teacher support during the day through Google Classroom or dedicated teacher email address and opportunity to email in work for feedback.

### 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 devices, which are available for loan for remote learning. We will issue or lend laptops or tablets to pupils based on a number of criteria. Parents or carers can find more information by contacting the school office.
- For those who do not have access to Google Classroom and other online resources, we shall provide paper copies and these will be available for collection as and when required. Parents must inform their class teacher of their need for alternative resources, and a list kept by class teachers of who needs these paper resources.
- Pupils can submit work to their teachers on their return to school if they do not have online access.

## How will my child be taught remotely?

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

- Teachers will provide carefully sequenced curriculum learning which is linked to our curriculum expectations.
- Teachers will provide a weekly timetable of learning. This is a guideline only and we are mindful of different family situations that may necessitate a variation from this timetable.
- Daily lessons will be prepared by teachers and uploaded to Google Classroom to go live at 9am, ready for the day's learning. This will include a recorded video explaining the learning as well as other resources such as Oak Academy, to enable children to complete learning tasks. All resources will mirror the modelling and instruction delivery that would happen in class for mainstream lessons.
- The tasks will be added to each Google Classroom page by the class teacher.
- Each day work will consist of an English and Maths lesson with at least one other subject, to be spread over the week. This will include: RE, Science, Topic (Geography/History/ Computing/ Art and Design Technology), Music, French and P.E.
- Regular Google Meets will take place (at least twice weekly). This will serve as both an introduction to the learning and an opportunity for social interaction with peers and teachers. A staggered timetable for this will be established (if required) in order to meet the needs of families with siblings in different classes.

Some examples of remote teaching approaches:

- 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 (where and when they are needed/requested)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance)

## 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?

Staff can expect pupils learning remotely to:

- Be contactable during the school day – although consider they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if needed

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

- Pupils' engagement with remote education will be checked daily
- Completed work from pupils will be accessed on Google Classroom or through communication with parents/carers on the class email system.
- Feedback to be shared with pupils through the platform it was sent.
- Teachers will keep in touch with pupils who aren't in school and their parents through email or telephone communication.
- Teachers are expected to make regular contact, through emails and Google Classroom.
- Teachers should respond to any emails from parents/children within 48 hours.
- If there are any safeguarding of behavioural issues, you may be contacted by a DSL/member of SLT.

### 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:

- Individual feedback will be given after work is submitted using the private comments section. Teachers will complete this within 48 hours of the work submission deadline.
- General feedback may also be given in class Google Meets or via email.
- Quizzes on Google Classroom will be marked automatically.

## **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:

- This may take a range of different forms and will be decided in discussion with class teachers and SLT on a case by case basis.

## **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?**

- Where individual pupils are self-isolating, Weekly learning grid provided by class teacher (provided within 2 working days after first absence).
- Worksheets and activities provided that are in line with class teaching/pupils needs that week (where possible).
- Links to online learning resources.
- Access to teacher support though dedicated teacher email address and opportunity to email in work for feedback.