



Remote education provision: Information for parents

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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?

Google Classrooms is the **main platform** across the school

EYFS –

- Numbots
- Oxford Owl

Key stage 1:

- NUMBOTS
- White Rose - Maths
- Edshed - Spelling punctuation and grammar
- Oak National Academy
- Oxford Owl

Key Stage2:

- TT Rockstars - X tables
- Edshed - Spelling punctuation and grammar
- Maths Shed
- Century tech
- White Rose - Maths
- Oak National Academy
- Oxford Owl

Daily reading activity across the school

Whole school teacher planning and videos

This provision is always under review

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We endeavor to deliver an identical curriculum remotely as we do in school, wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, practical resources in science, art and creative activities, PE, well-being.

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 | Minimum 3 hours per day Maximum 5 hours per day A timetable for the day is available to parent/carers on the school website and weekly newsletter |
| Key Stage 2 | Minimum 4 hours a day Maximum 5 hours per day A timetable for the day is available to parent/carers on the school website and weekly newsletter |

Accessing remote education

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

Via links on the school website and 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:

Parents know how to contact the school for further details about:

- Laptops or tablets loaned to children; DFE Notebooks for identified children, Speedy Bear Notebooks and school stock.
- Vodafone 30gb sim cards for internet access only
- School Printed packs are provided on request
- If paper packs are handed into the school office, it is quarantined for 72 hours in school before marking. Feedback is provided over the phone where necessary. New packs are issued weekly.

How will my child be taught remotely?

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

- Live well-being catch-ups whole phase/whole class/individuals where needed
- Teacher recorded lessons
- Printed paper packs and digital resources produced by teachers
- Textbooks and reading books pupils have at home. School library books available on request.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- All teaching and learning provided is matched to the school curriculum overviews available on the school website

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 as specified at the start of this document
- We advise that children work according to the school day or equivalent hours of the school day. The school day is 5 hours long which includes 1-hour lunch and currently, two 15-minute breaks.
E.g. School day 8.45 – 3.15, 15- minute break from 10.15 – 10.30, lunch from 12.15 – 1.15, 15-minute break at 2.00-2.15, end of the school day 3.15
- Adults supporting children's learning at home are expected to set routines matched to the school timetable.
- Adults are expected to ensure their child/ren attend **all** well-being sessions. An attendance register is taken for these and any absences followed up.

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

- We check pupils' engagement with remote education monitoring Google classroom/phoning home/emailing and then completing a weekly summary to follow up on any children not accessing home learning
- If children are not participating they will be marked as absent. The Learning Mentor will actively follow up and if no contact is made the Attendance Team will also be informed. The Learning Mentor and other members of staff will carry out safe and well checks if needed, as will the Attendance Team following any referrals made to them.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- A minimum of 2 pieces of work will be marked, other pieces of work will be acknowledged by teachers when seen
- Pupils will receive feedback on their work at least twice a week for key pieces but also in a group / class feedback catch-up sessions.

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:

- Children are allocated specific groups on Google classrooms for their work to be set according to need
- Support bubbles have been created on the digital platform for specific children where work is differentiated to their needs
- All SENd children are contacted by phone at least twice a week if they are not in school or meet on the virtual platform.
- Children in EYFS/KS1 meet the teacher on line in the morning and at the end of the day whether the class teacher is working at home or in school

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?

These children will follow the remote education provision outlined above.