

## 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?

Where work is not already available children are asked to read their reading books and complete activities using [Spelling Shed](#), [Mathsframe](#) or [Hit the button](#). If a child is sent home from school they may also be given any relevant activity sheets from that day.

### 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. For example, a PowerPoint may be provided which is more explanatory to make up for the absence of a teacher.

### 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	3 hrs per day
Key Stage 2	4 hrs per day

## Accessing remote education

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

All children have been provided with a username and password for [Microsoft Teams](#), this is where our online remote education will be accessed from.

Children also have a username for Spelling Shed and in KS2 Accelerated Reader which are to be used alongside the work set in Teams.

### 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 or carers can contact the school office for more information about the loan of a DfE device, if their child does not have access to a device at home.
- Families in receipt of Pupil Premium funding can use part of their allowance to purchase a suitable device.
- Parents can contact the school office for more information about the loan of a device that enables an internet connection (for example, routers or dongles). They should also contact the school office for information about a free increase of data for home learning.
- The school has BT WiFi vouchers available for families struggling with IT access and can apply for additional data on behalf of families who can only access online resources using mobile data.
- The school has extremely limited capability to provide printed materials if there is no online access. If you have no online access please contact the school office who will put you in contact with our pastoral support team, to find a suitable solution.
- Pupils who are working on paper at home should submit work to their teachers on their return to school, if feedback is required before this then parents can contact the school office.

### How will my child be taught remotely?

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

We will provide a post each morning that will outline the lessons and activities for the day. This will be accompanied by appropriate Content Pages in Class Notebook that provide more detail and links to the appropriate resources.

- Lessons will usually be introduced with a PowerPoint slideshow that either has text instructions or a voice over from a teacher.
- Maths lessons will utilise the video lessons and worksheets provided by [White Rose](#).
- Teachers will direct students to additional web resources that are appropriate in the lesson material.
- Teachers will provide videos of the class reading book
- Teachers will provide guidance by replying to questions raised by replying to the morning post throughout the school day.

## **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?**

It is anticipated and expected that children will engage with remote education. Where parents decide that this is not possible we hope that they will decide to engage with other educational resources such as Oak Academy, BBC tv education programmes on CBBC or appropriate educational workbooks that parents have sourced themselves.

Parental support for pupils will be age appropriate. Children in EYFS and KS1 will need more assistance from adults at home to interact with the materials provided. It is expected that KS2 children will be able to interact with materials more independently.

We expect parents to help their child organise their day by setting routines, time tabling activities and providing a suitable area to work.

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

In Teams we have an app called 'Insights' that tracks which pupils have accessed the remote learning. It tells us the duration they are logged in for and the files they have accessed. We also monitor the replies to our morning posts to gauge the levels of interaction.

Families of pupils who are not engaging will receive a phone call from a member of teaching staff appropriate to the child's year group. These calls to families will be prioritised over other members in the class.

If concerns remain, our pastoral support team will be informed by the class teacher and further contact will be made.

We aim to contact all children 3 times a week and this will include contact through Teams support, live 'Class Meetings' or phone calls home.

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

Feedback will be given on work that is submitted using the child's personal content area and we aim to do this at least weekly.

We are providing answer sheets where this is appropriate so the children can self-mark. Teaching staff are available during the school day to provide text support if this highlights issues that can't be addressed by the adult at home.

Children working on paper will be provided with feedback on their return and teaching staff will use this evidence to inform future lessons, especially if a recap of content is needed.

### **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?**

Children who require work that is additional to and different from their peers will be given separate activities to complete which can be found in their personal content area.

Families with SEND children will receive guidance and support during their phone conversations.

The school continues to work closely with professionals from outside agencies to ensure that planned interactions happen virtually.

### **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?**

While school is only open to children who are vulnerable and from key worker families' children needing to self-isolate can interact with remote learning in the same way as the children who are not attending school.

When the school is open to all pupils, children who are self-isolating will be provided with writing, reading, phonics/spelling, maths plus at least one other foundation lesson using the Teams platform. Children will also be expected to continue to read books provided

from school or those available at home as well as using Spelling Shed, mathsframe and hit the button activities.