

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 a child needs to go home due to illness during a school day, their class teacher will provide materials for them to complete for the remainder of that day, which is in line with what the children would be doing in class. This will include any English, Maths and Curriculum, as well as Reading or Phonics. On the first day they are sent home, this may take the form of worksheets and other activities to complete. Children are encouraged to upload their work (in the form of Google documents or photos of their written work) onto the relevant platform (SeeSaw for EYFS, Resource Base and KS1, Google Classrooms for KS2).

By the morning of the next day, the class teacher of any pupil who has been sent home will have uploaded work for the child to complete on SeeSaw or Google Classrooms. The work to be completed will be in line with what the children learn in school, and will include instructional videos from sites such as Oak Academy or BBC Bitesize. For KS1, 3 hours of work will be posted (often with optional extras for the pupils to complete), and for KS2, 4 hours of work will be posted, again with optional extras for them to complete. This will include English, Maths, Reading, and other Curriculum Subjects.

The children are expected to upload the work they complete each day onto SeeSaw or Google Classrooms. Once uploaded, the class teacher makes a note of what has been completed and what has not, and gives written feedback or feedback in a voice note to the pupil.

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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, may need to make some adaptations in some subjects. For example;
- In PE, where team sports such as Netball or skills such as Gymnastics would be taught at school, this is not possible at home without the appropriate equipment. Therefore children will be given other activities which they will be able to complete at home.
- In Music, where instruments may be used in school, an adapted curriculum will be provided to follow at home.

- In Art and DT where certain supplies/ resources may not be available at home, pupils will be given tasks which utilise items they may have at home, such as recycled materials, for example.
- Trips and outings related to the curriculum are not possible at this time. Where possible, virtual tours are used or a virtual visitor may provide content.

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 hours: <ul style="list-style-type: none"> - 1 hour English (including phonics) - 1 hour Maths - 1 hour curriculum
Key Stage 2	4 hours: <ul style="list-style-type: none"> - 1 hour English - 30 mins Reading - 1 hour Maths - 1.5 hours Curriculum

Accessing remote education

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

We are using the following platforms for the children to access their learning

Early Years, Resource Base and KS1: SeeSaw

KS2: Google Classrooms

Where appropriate: Zoom

If my child does not have digital or online access at home, how will you support them to access to 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:

How will my child be taught remotely?

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

Families with IT issues should contact the school to see what we may be able to do to help

- Laptops are lent to pupils or families if they do not have sufficient devices at home to complete home-learning. The laptops are provided on a needs-basis to families who demonstrate that they do not have sufficient devices at home. Any families who believe they fit into this category must ring the school office for further information.
- Families who receive laptops will collect these from the school office at a time that is decided between the family and the school. It is expected that if a family is given a laptop, they complete the home-learning in full. Once the period of remote education has finished, families must return the laptops to the school.
- If families are having IT issues or need help with data, they should contact the school. We may be able to assist through use of BT Unlimited, or by contacting providers for free increases to their data, or by providing a dongle.
- Pupils who do not have online access should contact the school in order to determine whether they qualify to be lent a laptop for the duration of the remote learning
- Pupils may also collect Maths workbooks and worksheets to complete whilst doing remote learning. (Note the workbooks should be returned to the school when normal classes recommence).
- Pupils are supported to complete work by a minimum of once-weekly phone calls from their teacher and/or Learning Support Assistant.
- Children may choose to complete work written on paper instead of online if they do not have access.
- In regular phone calls to class teachers or Learning Support Assistants, children can read work out and explain what they have completed.

Some of the methods which we will use to teach children remotely include

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) are available for all English and Maths lessons and most Curriculum lessons.
- Live teaching (online lessons) via video conferencing software e.g.: Zoom may be implemented where appropriate.

It is used primarily for:

- Ensuring pupils have a sense of community with the class and improve mental well-being.
 - Registering pupils to ensure a sense of routine is kept up throughout the day.
 - Celebrating home-learning achievements that have happened in the previous week, in order to motivate pupils to complete work to a high standard.
 - Short bursts of teaching where appropriate e.g. teachers may provide a short 15-20 minute input before asking pupils to complete independent work or check in with pupils after a task has been set to assess understanding or pick up any misconceptions.
- Maths workbooks and worksheets are sent to families who would benefit from having physical paper copies of these (for example if several siblings are sharing a device).
 - Pupils have age-appropriate reading books at home, given out prior to their departure from school. They also have access to online libraries which are shared and publicised on the relevant platforms.
 - Some project work and/or internet research activities are offered by teachers where appropriate to age group and curriculum.

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?

- Children are expected to complete all English, Phonics (EYFS, KS1), Reading (KS2), Maths and Curriculum subjects set by the teacher.
- These assignments go live daily, and children are expected to engage with the curriculum for 3 hours (EYFS, KS1) or 4 hours (KS2) daily.
- It's expected that pupils upload their work in the form of Google Documents, other word-processed documents, photographs of physical, written work, or as voice recordings. This should be done every day where possible.
- Where it is not possible to upload work, pupils should still engage with the learning for the correct number of hours, and will share their work with their teacher in their phone calls.
- It is expected that pupils continue to have routines in their school day, waking up and having breakfast so that they can begin lessons promptly at 8:45.
- Pupils should try to complete work independently where possible, using videos and other support resources to help.
- Where parents do help, it's important that the child is still able to "learn by doing" and does not copy adult responses or answers to questions. It is important that work uploaded is the child's work; not their parent's.
- Parents should ensure all work for that day is uploaded, and may also check that the pupil has completed the work to the best of their ability.
- Parents should also build in time for play and lunch into the school day. This would be best if it were in conjunction with their normal school hours (e.g. for KS1 and KS2, playtime from 10:15-10:30 and lunch from 12:00 -1:00)
- Time for children to be away from screens should also be built into the day, e.g. for reading, exercise, helping around the house, creative arts activities etc.

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

- Teachers make a record of the pupils who have submitted work for each subject every day.
- Teachers also record whether the Learning Objective has been met, or if it has not been met.
- Pupil engagement is monitored daily and analysed weekly.
- Where pupils are not submitting sufficient work, class teachers will speak to parents or carers to discuss this during weekly phone calls.
- If a problem is identified (e.g. lack of understanding or inability to upload) the teacher will attempt to solve this over the phone eg: by explaining how to upload to the parent, to go through a learning misconception with the child.
- Engagement will continue to be monitored and should it not improve, this will be raised at weekly central school meetings and a plan of support will be put in place which may include a referral to outside agencies.

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:

- Written feedback on Google Classroom or SeeSaw on individual pieces of work
- Voice recordings on SeeSaw, giving verbal feedback to younger pupils or those who struggle with reading
- Quizzes marked automatically on Google Forms, Kahoot and other online platforms
- Phone calls to parents and children made by teachers and Learning Support Assistants
- Celebration and sharing of excellent work on the school's Social Media/ Google Classrooms/ SeeSaw, or on a weekly Zoom "Achievement Assembly".

We will give feedback to pupils at the following times

- Written feedback – weekly
- Praise/ “like” – daily
- Phone call home – weekly
- Celebration, “Achievement Assembly” – weekly
- Peer support online (KS2 via Google Classrooms) – daily

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:

- Pupils with SEND are given work that is personalised and appropriate to their needs.
- Children with EHCPs are encouraged to attend school.
- Children with SEND whose families choose not to take up the offer of a school place during lockdown will receive more than one phone call on a weekly basis to support with their learning
- Children with SEND have the option to submit work in a variety of ways depending on their need e.g.: by voice recording.
- SeeSaw is used for younger pupils. Through our extensive research, we found this platform to be user-friendly, and pupils are easily able to navigate, even from a young age.
- See Saw allows teachers and pupils to explain content, communicate and upload work via videos and voice recordings.
- There is material available to parents via SeeSaw that will assist them in helping their child with their learning.
- The remote-learning that pupils are assigned is age-appropriate and encourages learning through play and experience.

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 is likely to 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 pupils are self-isolating:

- They will receive work from their class teacher through SeeSaw or Google Classrooms.
- There will be video links to help explain the work, as above
- The class teacher will ring the family once weekly to give feedback, check on the welfare of the child, and answer any questions about the learning.
- There is an expectation that the children complete 3 hours (EYFS, KS1) or 4 hours (KS2) of home learning daily.
- Feedback will be given as above.
- There may be an opportunity for the self-isolating child to use video conferencing to join in with the learning in the class depending on circumstances.
- Zoom sessions are unlikely to occur if there are only 1 or 2 pupils self-isolating.