

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

As outlined in our remote learning policy, 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?

All pupils will have work set for them by their class teacher on Google Classrooms, which is likely to be a recap of previous learning as opposed to continuation of the curriculum. All pupils will have the plans for the timetable shared with them via Google Classroom and, whilst we may not be able to fully provide live teaching as per our policy on the first day, there will be a Class Meet to ensure pupils and parents are clear about the expectations and how to access support. In most cases, live teaching will commence on Day 2. In all cases, live teaching will have commenced by Day 3.

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, physical education will be adapted to account for the likely limitations of space and equipment in pupils' homes; computing will be adapted to be accessible using the hardware and software that pupils are likely to be able to access at home.

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:

<p>Nursery and Reception</p>	<p>These classes will be provided with a timetable consisting of a blend of live sessions (e.g. story telling), prerecorded sessions and suggestions for independent learning. Parents will be encouraged to support their child to access the live and pre-recorded sessions, but we are aware that very young children's development can vary considerably and not all may be able to access all of the independent activities.</p> <p>We also understand that for very young children, parent support is needed for remote learning which may not always be practicable if parents are working at home or have several children requiring support; in this case we advise parents to contact the teacher to decide jointly which activities they should prioritise.</p>
<p>Key Stage 1</p>	<p>Altogether, children will have approximately three hours of learning. We realise that younger children will struggle to pay attention for long online teaching sessions, so the morning timetable will be broken into a number of short input sessions followed by 'off screen' or practical activities to develop the understanding of what has been taught. Afternoon lessons are likely to be independent learning activities.</p>
<p>Key Stage 2</p>	<p>Altogether, children will have approximately four hours of learning. This will consist of live teaching in the morning for the core curriculum and independent learning in the afternoon.</p> <p>Live teaching does not necessarily mean that the teacher will be delivering a lesson for the full session. For example, if the focus of the lesson is to research a subject or to work on an extended piece of writing, it is likely that the teacher will start the lesson and then allow the children to leave to complete their work whilst the teacher remains in the Google Classroom so that children can come back if they need help.</p>

Accessing remote education

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

All work will be set via Google Classroom. However, the work set may require access to other websites and apps including Bug Club and My Maths, so it is important that children have their login details for these.

Although live lessons are being delivered, all resources used (powerpoints, worksheets, etc.) will be posted on the class page. This means that pupils can still access these at a convenient time, even if they are not able to attend the live session (e.g. because they are sharing a device with a sibling).

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 were asked to complete and return a short survey in October 2020 to let us know whether there is a shortage of devices or a problem with Internet connection at home. This was to assist the school in planning for device loans. If parents have not completed or returned this, they should contact the school to request another copy of the letter.
- On the basis of the survey results, the school will prepare devices (laptops as far as possible for KS2, iPads as far as possible for KS1 and Reception) to loan to families. The school also has a limited number of 4G dongles for families who lack Internet connection at home.
- The school will ensure that a minimum of one device is sent home for families who have none so that all children can access the resources and assigned work. As far as we can, we will ensure that children do not need to share devices but this may not always be possible.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- My Maths and Bug Club
- Independent learning activities which will be posted on Google Classrooms

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?

We expect:

- Parents to complete the survey about devices so that we can prepare in advance for device loans
- Parents to inform school of any difficulties that they are having in terms of accessing Google Classrooms or other websites / apps
- Parents to ensure that their child attends online sessions as much as possible; if there is likely to be an ongoing reason why the child cannot attend all lessons (e.g. sharing a device, parent working and unable to support), we would like parents to discuss this with their child's class teacher as early as possible.
- Parents of younger children to support their child, as far as possible, with their learning (for example, sitting with them and redirecting their focus during lessons, supporting them with independent activities). We recognise that the capacity to do this will vary from family to family.
- Children in lower KS2 (Years 3 & 4) may need help getting started but for the majority, we expect them to be able to attempt the work with some independence. We expect the majority of children in Year 5 & 6 to be fully independent in accessing the work although we understand that for a small number of individuals, this may not be possible.

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

- Children's attendance for live teaching sessions will be monitored daily
- Class teachers will contact parents if there are concerns and offer support as far as possible, however, if families do not engage with remote learning, there is a limit as to what the school can do.
- We will not be offering spaces in school to pupils purely on the grounds that they do not engage unless there is a specific reason (e.g. we are unable to provide any technology for them and they have none at home; the child has an EHCP and requires support in school).

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:

Pupils will receive feedback daily. This can include:

- Oral feedback during live teaching sessions
- Short comments or scores for work submitted on Google Classrooms
- Peer feedback where this is set up on Google Classrooms, under the guidance of the teacher
- Self assessment under the guidance of the teacher
- Feedback from apps such as My Maths

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 who have EHCPs will be invited to attend school, where they will be supported by LSAs.
- Pupils with SEND who are learning at home will have access to suitably differentiated work. Members of the Inclusion team will be in regular contact to offer support
- Speech and language therapy will continue remotely for pupils in the ARP
- Some of the teaching for younger pupils will be recorded so that parents can support their child to access it at a time convenient to them. Teachers in Foundation Stage and Key Stage 1 are keeping the length of input short so that children can maintain concentration. The follow up activities are done 'offline' and can be done at a time which is convenient to parents if 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?

- Individual pupils who are self isolating will be set work via Google Classrooms.
- As far as possible, this will be the same work that their peers in school are doing, supported with the same resources (powerpoints, worksheets) together with any explanation. However, it will not always be possible to replicate the lesson (e.g. a practical science, music or PE lesson) in which case, alternative work will be provided.
- It is likely that work for pupils self-isolating will be one day behind the teaching sequence because teachers will not have advanced warning to have the remote learning work prepared. For the same reason, it is likely that there will not be work set for the first day of self-isolation.