

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.

This may occur 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, although 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?

In the first instance, where remote learning might occur with little or no warning, we will endeavour to provide your child with work as similar to that which was planned for the classroom, as possible, but with some necessary amendments e.g:

- Work may be limited in quantity, if the teacher has been unable to source sufficient work at short notice.
- It may not be as differentiated as usual, so you might need to make adaptations for your child, so it is more accessible, or more challenging.
- It could be that paper-based resources are required in certain circumstances (such as internet access), so there could be a short delay while these are prepared, ready for pre-arranged collection.

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:

- Where planned activities, such as a science project, would require resources which would be hard to access at home
- Where topics involve activities which are difficult to replicate online, such as group practical tasks

This may require either a complete change of topic (so the more challenging aspects can be saved for when we return to school), or a change of approach in particular lessons.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

There are [minimum expectations](#) for remote provision, which we follow. We expect that remote education (including remote teaching, tasks set and independent work) will take pupils broadly the following number of hours each day:

EYFS (Early Years)	Less than 3 hours a day, with regard to each child's need for regular breaks and opportunities for child-directed learning.
Key Stage 1	3 hours a day, on average across the cohort, with less for younger children e.g: Year 1 would work towards 3 hours, with regular breaks.
Key Stage 2	4 hours a day on average, across the cohort e.g: Year 3 children would work towards 4 hours, with older children working for longer periods when appropriate.

Accessing remote education

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

We use **Google Classroom** as the main platform for sharing all aspects of our Remote Provision e.gg:

- Access to the 'Stream' section, where the teacher may post video lessons, visual and written resources and communicate via comments
- Access to the 'Classwork' section, where resources and worksheets (Google Documents), can be shared, edited and marked online
- Access to 'Google Meet', where teachers can meet with the class at prearranged times.

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 lend laptops or tablets to pupils, which can be collected by parents by prior agreement (subject to availability)
- We can lend devices that enable an internet connection (for example, routers or dongles) to qualifying families.
- Pupils can access any printed materials needed if they do not have online access, which can be collected by parents by prior agreement.
- Pupils can submit paper-based work if they do not have online access, by prior agreement with school, either by post or delivery by parents.

Parents or carers can contact us by telephone or email to find out more information.

How will my child be taught remotely?

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

The extent to which the following approaches are used will be subject to adaptation by the teacher, as necessary and appropriate. Teachers are also providing support in class for some children, so not all approaches will be suitable

- live online face-to face sessions with class or whole school, e.g: twice daily 'check-in sessions, or wellbeing sessions, plus regular collective worship
- live class teaching e.g: daily phonics lessons for EYFS or Key Stage 1. This does not necessarily mean a complete lesson, and could include an introduction, a Q and A session, or plenary sessions (where teachers can explain, children can ask questions, or teachers can give feedback)
- recorded teaching (e.g. Oak National Academy lessons, or video/audio recordings made by teachers)
- Online or BBC television (CBBC) teaching and learning resources for primary, online reading books and other recommended websites supporting the teaching of specific subjects or areas, including video clips or sequences, may be recommended for some lessons
- Scanned pages, or printed paper resources provided by teachers (e.g. workbooks, worksheets), can be emailed where access to our remote learning platform is impossible.
- long-term project work and/or internet research activities (as per the schools full opening guidance, we avoid an over-reliance on these approaches)

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 aim for our pupils' learning to continue with as little interruption as possible. We know that every home will face different barriers, including issues with technology, and the need for other family members to work, so we will do what we can to help. However, parental support is necessary to ensure engagement with remote education (as set out in our Remote Learning Agreement), so we ask parents and carers to:

- Provide the basic equipment for your child to be able to work remotely (a device and a clear, calm space). Support with this is available.
- Set clear, consistent routines during the school day, that support your child's education
- Supervise and manage your child's time online, so all children can access their learning safely
- Tell us if there are any issues in good time, so that we can help

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

Using our online learning platform, we are able to monitor and manage children's work in real time, when submitted correctly:

- We check pupils' engagement with remote education by accessing their profile in the 'Classwork' and 'Marks' tabs on Google Classroom.
- We give regular feedback, marking work (posted via the 'turn in' button) which can then be viewed at home, in case corrections are needed.
- We mark attendance at the twice-daily check-ins in the class register, using a separate code for remote attendance.
- Where a child is not present at their class twice daily check-ins, or is not submitting work, there will be an initial telephone call from staff. You will be asked if any support is required and a target will be set for regular attendance and completion of work. Following this, if your child is still not seen via Google Meet, we will call to find out why, in case further support or actions are needed.

We will do all we can to ensure each child's safety and access to learning. Regular contact between home and school is a fundamental part of our duty of care.

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:

- We offer regular and timely feed-back on pupils' work, using the comment and highlight features on Google Classroom
- We expect children to make any corrections before returning work, or moving onto the next task
- Certain tasks will be set to provide information on each child's knowledge and skills, e.g: for writing assessment
- We offer regular live face-to-face sessions, Q and A sessions, and quizzes, where children's responses can be assessed by the teacher
- In a longer term situation, tests may be provided, to assess specific subject knowledge. We ask that parents allow these to be completed by the child without any help, so that we can address any issues that arise.

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:

- We will work with families to deliver remote education for pupils with SEND
- We will aim to offer, through dialogue between home and school, ways to meet each child's specific needs and targets, where online learning is not appropriate or effective.
- Younger pupils, for example those in Nursery and Reception, need a child-centred-approach, and may find online learning particularly unsuitable, especially for sustained periods. Teachers of this age-group will work with parents, offering alternative, practical tasks and suggestions, with support for parents on a regular basis, via Google Classroom, email or telephone.

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?

We will endeavour to ensure that individual pupils self-isolating (where they are well enough) are taught the same planned and well-sequenced curriculum as their peers, including providing feedback, wherever possible.

We ask that parents work with us to support learning at home in these circumstances, in the knowledge that the teacher's time will, of necessity, be shared between those at home and those in school.

Remote education when providing Critical Worker and Vulnerable group provision

Where the majority of pupils need to stay at home, but sections of their peer group remain 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, but others are, their remote education offer will be similar to the approaches described above, with the same message:

We will endeavour to ensure that pupils learning at home (where they are well enough) are taught the same planned and well-sequenced curriculum as their peers, including providing feedback, wherever possible.

We ask that parents work with us to support learning at home in these circumstances, in the knowledge that the teacher's time will, of necessity, be shared between those at home and those in school. (See expectations of Parents and Carers and our Remote Learning Agreement)

We will always do our best and will always try to help you to do yours. Working together, in a spirit of mutual support and openness, will be the best approach to ensuring we do our best for each child in these challenging times. Contact us if you have any questions or concerns.