Remote education provision: information for parents

Please read this together with our Remote Learning Policy, on our policies page.

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?

As soon as possible, we will provide remote learning overviews for our children and families. These will guide you through the learning you can do remotely. We aim to do this by the end of the first day of closure.

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; sometimes in school the teacher will deliver a lesson rather than using videos suggested in the remote learning overview. Sometimes a member of staff will support learning at home with a video call.

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, but families will prioritise English and maths activities, then science; wellbeing is important:

Key Stage 1	DfE guidelines suggest 3 hours a day on average across the cohort, with less for younger children
Key Stage 2	DfE guidelines suggest 4 hours a day on average

Accessing remote education

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

We send our remote learning documents via email and learning is emailed back for feedback from the teacher, and to help us to plan future learning.

We also use Microsoft365 for children's emails, in a secure environment, and Microsoft Teams for video calls in a secure environment.

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 have sent out messages, asking parents and carers to contact us if they need any support with children's digital or online access at home; parents and carers can continue to contact us if they need support with this
- We have some devices that we can lend out for this purpose
- If there is no fixed broadband connection at someone's home, we may be able to apply for a router for a family and/ or to increase the data allowance on a device
- If pupils don't have access to printing at home, we can provide work packs
- Pupils who don't have online access can return their learning to school; we can arrange a time

How will my child be taught remotely?

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

- live teaching (online lessons); these are spread through the day, to hopefully enable those families with limited numbers of devices and more than one child to manage attending a session for each child each day

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- documents produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home and e-books

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- Pupils are expected to engage with the remote learning, doing their best, as they would in school

- We are aware of the difficulties of supporting children with remote learning, as detailed in our policy; parents can help by setting routines to support their child's education, helping them to access online calls and to send in their learning for feedback, which will in turn inform future learning provided by staff

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

In this section, please set out briefly:

- We will check pupils' engagement with remote education, on video calls and in sharing their learning with staff- mostly via email

- Where engagement is a concern, we will contact parents and carers to share ideas about how engagement can be improved, for the benefit of the child

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

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

> In this section, please set out briefly:
>
> - We can feed back directly to children via video calls, when online
> - Staff will respond to any emails including children's learning as soon as they can,and usually on the day it is sent in, to be supportive and to build on the learning that has been done

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:

> In this section, please set out briefly:
>
> - These children may be able to be included in group or individual video calls, alongside the other video calls offered, to give specific support
> - We have video calls to support different areas of learning in Early Years on most days and videos sent to home or from home via Tapestry also help with remote learning
> - In Year 1 we support small groups and individuals with video calls for phonics and reading particularly, which is key to learning in this age group

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?

In Early Years, the learning is ongoing and although some input is specific to the day, other elements can be carried out on any day of the week; this is made clear in the remote learning overview.

In other year groups, the remote learning is more specific to the day for most areas of learning and this is indicated in both a timetable and in the tasks being clearly organised and detailed by the day: this should enable children to move from learning at home to school and school to home without gaps in their learning. Clearly if a child is not well enough to be learning, the expectation would be that they wouldn't be learning at home on that day.