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?

On the first day of self-isolation, pupils will be directed to the Google Classroom. All children will have log in details personal to themselves, which will enable them to access the work set by their class teacher.

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?

Remote Learning is of a high quality and aligns as closely as possible with the in school provision. The class teachers will set work across all areas of the curriculum and post the lessons and links via Goggle Classroom. This will include English, maths, spelling/phonics, reading, topic and foundation. The work set will be a collection of resources from Oak National Academy, WhiteRose, BBC Bitesize as well as other relevant educational websites and school based resources.

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 2	All work will be scheduled daily via Google Classroom for the children to access.
	We suggest the following structure. Pupils present for remote learning by 8:45am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes. We highly recommend breaks and lunchtimes and if possible some sort of physical activity. In total, this will equate to at least 4 hours of teaching per day
	Children are not expected to do schoolwork outside of normal school hours.
	Children who are unwell are not expected to complete work until they are well enough to do so.
	The school will monitor any child that has not accessed the remote learning and attempt to make contact and offer support.

Accessing remote education

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

Children will access online remote education via Google Classroom. Children have been trained in accessing Google Classroom using their personal login details. Class teachers are able to support parents/carers via email should the need arise.

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:

- In some circumstances, the school will lend a child a laptop to use for the duration of remote learning at home.

- Parents/Carers can call the school to speak to the office or contact the class teacher who can assist in supporting children when working remotely.

How will my child be taught remotely?

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

- All pupils will have access to high-quality education when remote working via Google Classroom.

- The school will use a range of teaching methods to cater for all different learning styles, this includes:

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

- Current online learning portals, e.g. Oak National Academy

- Educational websites

- Twice weekly live chats with their class teacher

- Quizzes

- Reading tasks and access to AR reading books, the library and virtual story telling

- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

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?

- There is an expectation that children engage in online remote learning each day. If a child does not engage the school will call parents/carers to offer support and advice in helping them access the activities.

- The school is aware of the pressures remote learning places on parents/carers balancing home learning and trying to work from home so we ask parents/carers to support their child in completing what is suitably possible throughout the day.

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

- Where a child has not engaged in online learning, a phone call will be made to the parent/carer by the FLO/class teacher offering support and guidance for their child.

- Each class teacher will keep a record of all children's engagement and liaise this information with the Headteacher.

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:

- Teachers will assess and feedback all work submitted onto Google Classroom or other learning platforms i.e. My Maths once it has been received. Feedback and marking will be in line with the school's policy.
- Teachers will not be required to attempt to reproduce in written form the verbal feedback that children would be given during typical classroom teaching but feedback on child's work will rely on the teacher's professional judgement to determine how any feedback, including marking, is given.

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:

- Teachers will ensure lessons are inclusive for all children and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

- All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.

- Teachers will monitor the academic progress of all children, including those with SEND and discuss additional support or provision with the SENCO as soon as possible.

- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping children's best interests in mind.

- Teachers will set work according to the needs of the pupil. This will be in the form of differentiated work to enable all children to access the remote learning at their specific level.

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?

For those individual pupils self-isolating, remote learning will take a similar format to that stated above.