



## **Remote Education Provision Information to Parents**

This information is intended to provide clarity and transparency to pupils and parents, or carers, about what to expect from remote education if 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 document.

### **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 being sent home?**

All pupils will have access to work on Tapestry (Reception) or Google Classroom (Years 1 – 6) with online work and resources within the first 24 hours of working from home.

### **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, adapting the PE curriculum for health and safety and in subjects such as Art and DT due to the need of specific resources.

### **Remote teaching and study time each day**

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

Teachers will set assignments, arrange Google Meets and provide supporting resources so that pupils have meaningful and ambitious work each day in a number of different subjects that is of equivalent length to the core teaching pupils would receive in school, and as a minimum will total three hours each day.

### **Accessing remote education**

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

Pupils in Reception will access learning via Tapestry and pupils from Year 1 to 6 will have learning provided via Google classroom. All children have individual logins and these can be obtained via the school office if a child misplaces them.

### **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:

- for pupils identified as vulnerable, devices will be provided by contacting the school office. Unless a pupil is self-isolating, these identified pupils would have a place in school offered should schools be closed as part of a national lockdown
- for those who do not have access to a suitable device or an inadequate number of devices for children to access remote learning, devices will be provided by contacting the school office
- for pupils who do not have adequate internet access at home to facilitate remote learning, an additional 4G mobile data sim or BT hotspot Wi-Fi will be provided (whichever is more effective depending on home address and device capabilities), these can be obtained by contacting the school office.
- Paper copies of work can be provided if a reason is identified for online provision not being effective for an individual pupil, e.g. pupils with SEND. Contact the school office if you want to discuss. This work can be collected from the office then be submitted to teachers in paper form through the school office where it will be quarantined and then handed to staff.

### **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 (video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

### **Outline of range of subjects and lessons to be taught online**

- **KS1/KS2 Maths lessons** uploaded to Google Classroom, following an adaptation of the maths that would be being covered in the curriculum. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for review.
- **KS1/KS2 English tasks** uploaded to Google Classroom following an adaptation of the sequence of learning that would have been happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher on Google Classroom for review. This will include spelling, grammar, writing and reading within the tasks.
- **Reading tasks for KS2 (and some Y2)** uploaded to Google Classroom following an adaptation of the sequence of learning that would have been happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class

teacher on Google Classroom for review. Reading material and/or recorded reading of text will be provided on Google Classroom to support the task/activities.

- **RWI sessions/tasks for KS1 (and some Y2)** to work on the sounds your child would have been learning in school. Linked to phonics RWI decodable books.
- **KS1/KS2 Topic task(s)** will be uploaded to Google Classroom for children to complete and hand in virtually. This will be lessons your child would have had in class this term which can be adapted to remote learning. Some areas of the curriculum are more challenging to deliver remotely due to resources and contact so it may be necessary to postpone some activities until all children return to school.
- **KS1/KS2 PE** recorded exercise and activities will be provided weekly.
- **KS1/KS2 Recorded video support** will be provided where deemed necessary or purposeful by the class teacher. Some will be recorded by the teacher while others may be links to external video content.
- **KS1/KS2 Live learning** which will look different depending on the age of the children. This may be reading sessions, maths sessions or writing sessions delivered by the class teacher\*. The sessions will be scheduled within the hours of the usual school day either as a whole class or in small groups. The frequency and times of your child's sessions will occur will be communicated by your child's class teacher via Dojo. All sessions will be set up through Google Meet inside your child's Google Classroom.
- **EYFS** Topic themed activities and tasks will be set on Tapestry. This will include daily phonics, maths, writing, English, motor skills and communication and language. Weekly lessons on PE, Art/design and/or science, history or geography. This will take form in the use of power points, links, templates, and use of pre-recorded videos (some by teachers and some external agencies/platforms or appropriate web sites. Each lesson will have written/video guidance on how to deliver the lessons and further guidance/support given on Tapestry where necessary. There are limitations to the nature of the topics and activities covered due to resources available at home so adaptations will be made where necessary. Phonic lessons daily with the class teacher online in small groups\*.
- **Contacting teachers/support** is available via Class Dojo in the normal hours of the school day 8.45am – 4.00pm. Teachers will respond as soon as they are able within these hours but for any urgent requests please contact the school office.

*\* the live learning sessions may not be available if the teacher is experiencing COVID-19 symptoms. We know our parents will understand that the health and wellbeing of our children, families and staff is paramount.*

## **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?**

Unless a pupil is unable to access learning due to illness, or another circumstance that would mean not being in school, we would expect all pupils to access and complete learning set by teachers daily. We would expect parents to encourage children to maintain their usual school routine while at home to support in their education. However, we understand that each family is unique and because of this, should approach home learning in way which suits their individual needs. We realise that a range of circumstances will affect families in a number of ways. In our planning and expectations, we are aware of the need for flexibility from all sides. Please do not hesitate to contact us if your circumstances mean your child/ren are unable to complete the home learning in this way and we can seek to make alternative home learning arrangements

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

Registers will be kept for every online lesson and contact will be made with a family if a pupil has not accessed lessons or learning and a reason has not been provided for an absence or agreed alternative arrangements are not in place.

We will make every effort to engage every family in remote learning in some way by way of telephone discussions or socially distanced visits to the home of the child/ren. If, despite all efforts to make meaningful contact with the family, this is not successful and parents are not engaging with us we may have to contact social services because this could be a safeguarding issue as we are not having any contact with the child/ren, as is our duty.

### **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. All work completed and handed in will be reviewed and handed back by teachers. Comments will be left on individual pieces of work where appropriate, this could be a typed comment, verbal recorded feedback, verbal feedback in Google Meets or a follow up task set to address errors, extend or support learning. Each child will receive feedback on pieces of work a minimum of twice a week.

### **Additional support for pupils with additional 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:

- allocating a place in school if it is safe to do so
- differentiated and targeted work prepared by teachers
- if your child receives 1:1 support, a more bespoke programme of support will be set up. This may include phone calls / video chats as appropriate with your child's 1:1 support. They will usually be expected to still complete the differentiated learning set on google classroom, if this is applicable
- support from SENDCO and the Senior Leadership Team

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, online assignments and feedback will be provided by the class teacher and other staff but they will not be delivering live teaching. Learning will still follow the curriculum being delivered in school.