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 in lockdown or 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 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?

Our aim would be to set up remote learning as soon as possible. It may be that if staff are continuing to teach pupils in school, they may not be able to send information until the end of the day. If this is the case, we would ask parents to make use of any workbooks or activities we send home or set on Mathletics/Purple mash/Class Dojo. If parents are still short of activities we would encourage them to use BBC resources (https://www.bbc.co.uk/bitesize/articles/zvryp4j) and Oak Academy Resources (https://classroom.thenational.academy) appropriate to age.

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 may need to make some adaptations in some subjects. For example, if we think resources may not be available at home or if differentiation for individuals and groups is needed due to circumstances.

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:

- Everyone must engage in the learning at home. We are here to support this and will be regularly in touch to ensure no one is disadvantaged.
- We aim for all children to have 3 core lessons (2 in the morning—maths and English; 1 in the afternoon) plus simmering skills activities e.g. (daily reading, phonics/spellings, mental maths). Children should be involved in activities **for at least** 3 hours per day. 2 hours in the morning and 1 hour in the afternoon. Please note that children are expected to break this learning up into manageable pieces…..however if children do get absorbed let them 'run with it'.

Accessing remote education

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

- KS2 (Y3—6) will regularly use Office 365 tools and teams .We will not be aiming for live teams sessions all the time as we worry, in a rural area, that internet connection will fail and that it puts massive pressure on parents having multiple devices. Staff are aiming for recorded videos, online videos and PowerPoints to give input. Staff will also aim to use teams to have a briefing meeting at the start of the week and daily debriefs in the afternoon to see how things have gone, discuss problems and give feedback. This will also mean that children have opportunity to socially and emotionally connect every day.
- KS1 (Y1-2) and Reception staff will aim to record teacher input videos, use online videos or powerpoints to introduce learning and activities. Purple mash (Y1-2) and Class Dojo (Reception) will be regularly used. KS1 and Reception will also aim to do teams meeting with parents and children (on children's accounts) to catch up.
- If anyone is having difficulties, please get in touch and we will see how we can

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:

Please contact the office if you are struggling with access at home. Depending on circumstances we may be able to:

- Lend laptops (under a signed agreement) if we have enough capacity. The school will prioritise the distribution of these as it sees fit.
- Support with increasing mobile data or access to devices that enable an internet connection (for example, routers or dongles). There are a variety of schemes we may be able to access
- We are providing printing packs for all pupils and are happy to add additional materials if you are struggling with access to some resources.
- We have week 1 and week 2 home learning books and packs to enable work to be handed in and set.

How will my child be taught remotely?

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

- A weekly timetable detailing the overview of learning each day
- live briefings and debriefs related to learning
- recorded teaching (e.g video/audio recordings made by teachers, Oak National Academy lessons, NCETM recordings, BBC recordings etc)
- Online/Teams assignments or lessons e.g through teams assignments, sway or forms
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- weekly reading book exchange
- weekly home learning book exchange so teachers can evaluate the work and feedback as appropriate
- Class Dojo, Mathletics and Purple Mash resources
- long-term project work and/or internet research activities (we will avoid an over-reliance on this approach)

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?

- Everyone must engage in the learning at home. We are here to support this and will be regularly in touch to ensure no one is disadvantaged. Children should be involved in activities for **at least** 3 hours per day. 2 hours in the morning and 1 hour in the afternoon. Please note that children are expected to break this learning up into manageable pieces…..however if children do get absorbed let them 'run with it'.
- It is crucial that parents establish and expect a home learning routine. Staff have issued timetables as guides. Children having a work space and equipment ready is also strongly recommended (give them ownership in creating this). The saying 'failing to plan is planning to fail' is true in this circumstance. We understand that children don't see home as 'school' and this presents difficulties — so talking about expectations and making adaptations will help them understand this.
- All primary age children will need parental help and encouragement. However, older children should be able to be more independent. Children at KS1 (Y1—2) and Reception will need more parental help to focus and organize themselves. We understand that parents are not teachers but try to remember you are facilitating children to complete the work (not doing it for them). Regular reading with your child continues to be crucial.

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

We will be checking children's engagement in the following ways:

- Completion of tasks online e.g. Teams, Mathletics, Purple Mash or Class Dojo
- Attendance to live briefings on teams
- Return of home learning books and completion of the tasks set.
- Liaison with the school through phone calls and emails if support is needed.

The school will be checking daily and will draw knowledge together on a weekly basis through the range of approaches above. If we have not had contact or have concerns the school will be in touch by the end of week 1 (at the very latest) and regularly thereafter as is deemed necessary.

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:

- Verbal feedback in daily debriefs e.g. children sharing their work and achievements
- Online feedback through Teams, Purple Mash or Class Dojo
- Written feedback, praise stickers or highlighting (think pink; green great; yellow spelling) in weekly home learning books. These books will swop each week
- Selection of achievers across learners at home and school – celebrated in the school news
- Automatic feedback through digital, online tasks
- Self marking – where children are given mark schemes to self assess (older children)

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 aim to set remote learning that is differentiated according to children's needs (as we do in school). There may be bespoke approaches and programs of work which we would aim to communicate individually to families where appropriate. Where teaching assistants would be supporting in school, we would aim to make sure more regular contact or live provision was available.

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?

If the majority of children are in school and individuals are self-isolating we would aim to send the days work home by the end of each day. This may mean that children are working a day behind others but would ask parent to use workbooks or activities we send home or set on Mathletics/Purple mash/Class Dojo. If parents are still short of activities we would encourage them to use BBC resources (https://www.bbc.co.uk/bitesize/articles/zvryp4j) and Oak Academy Resources (https://classroom.thenational.academy) appropriate to age.

If my child's teacher is ill how will their remote education differ from the approaches described above?

The school will aim to keep the provision going but there may be tweaks or delays in order to make it manageable. If parents are still short of activities we would encourage them to use BBC resources (https://www.bbc.co.uk/bitesize/articles/zvryp4j) and Oak Academy Resources (https://classroom.thenational.academy) appropriate to age.