Remote Education Provision

September 2021

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 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?

Work will be assigned through Microsoft Teams for each class and be placed within OneNote and the Class Notebook. Children can then submit their own work through their own section of the Class Notebook for their teacher to review and feedback on. This may be through individual feedback or wider group feedback.

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, the delivery of lessons will be significantly different and topics may be grouped together to aid with access to resources. It may mean that History lessons, for example, are grouped into one or two weeks rather than delivered across a number of weeks.

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:

In Early Years (Nursery and Reception): Up to three hours of remote learning
In Key Stage 1 (Years 1 and 2): A minimum of three hours of remote learning
In Key Stage 2 (Years 3 to 6): A minimum of four hours of remote learning In each Key Stage, there will often be work set which covers beyond the hours stated above to provide the children with a rich, broad and deep education.

Accessing remote education

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

All communication will be delivered through **Microsoft Teams** and work completed using **Class Notebook in OneNote**, but other online tools you may be directed to include:

- Purple Mash
- Active Learn – for Power Maths and Bug Club
- TTRockstars
- SPAG.com
- RWI Phonics Videos

The children have logins for these sites in their Home School Diaries. If you cannot find them, please email the school.

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 the first instance, please contact the school to discuss your particular circumstances. We may be able to offer support by providing a device or connectivity for you through a government scheme or we may be able to offer a place to your child as a vulnerable child. These solutions will depend on the individual circumstances of each case, so please contact the school if you have any difficulties.

How will my child be taught remotely?

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

The school will employ a range of remote learning strategies, including:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- differentiated worksheets and tasks distributed through OneNote
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips
- long-term project work and/or internet research activities

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 would encourage you to access Teams each morning to see what has been set for that day by the class teacher and to access your child's Class Notebook to find any prepared pages to complete. From this, an outline of the day can be planned and we would recommend scheduling times of work and times of play for your child to give them sufficient breaks throughout the day. Where possible, teachers will distribute a weekly timetable in the Files section of Teams by 4pm on Friday so that families have time to plan ahead and prepare any resources they may need.

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

We would expect your child to be making regular contact with their class teacher throughout the week by either submitting work, asking questions or accessing online resources which will be monitored by staff.

If we have not had any contact from your child within a week, we will make a phone call home to check if there have been any problems in accessing the remote learning and any support the school can offer to achieve this.

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 will be mainly through Teams and within the Class Notebook but will involve the other online platforms mentioned above.

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:

Children with specific needs who are identified on the SEND register will receive additional support from specific teachers, offering guidance or support as needed. Children with EHC Plans will still receive support from their LSA (if allocated) and the additional specific teacher.

For younger children who will struggle to access remote learning independently, work will try to minimise screen time and encourage a play-based approach as would be the case in school.

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 children self-isolating, teachers will still make daily contact via Teams and will schedule a virtual face-to-face meeting at least once a week to check on how your child is getting on with remote learning and discuss any potential barriers to learning. Work will be assigned in the same ways as above, eg. using Class Notebook, and involve the use of the same online resources.