

# Remote education provision: information for parents



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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?**

Home learning grids will be sent via class dojo (Y1-Y6) or tapestry (EYFS). These will include details of tasks and links to online learning videos/worksheets. These will be sent either on a weekly or daily basis. Tasks also available on our website.

Hardcopies of 10 set tasks are immediately available for children who are isolating away from the rest of the class.

Complete tasks can be sent back remotely to be given feedback by 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?**

Initially, the focus will be on revising key teaching points covered in class. We will quickly move onto new learning once the children have familiarised themselves with home learning. This will also allow us to monitor and increase engagement levels where necessary.

- 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, in PE, we cannot teach games remotely and without specific equipment. We will substitute for ideas that ensure children will remain active throughout their remote education.

## 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:

<b>Key Stage 1</b>	3 hours  1 Hour English – phonics, reading and writing.  1 hour Maths  1 hour wider curriculum. Including active time to explore activities outdoors.
<b>Key Stage 2</b>	4 hours  1 hour Maths  1 hour English  1 hour topic  30 mins- PSHE/Well being  + reading, spelling, mental maths + active time daily

## Accessing remote education

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

ClassDojo (Y1-Y6) used for setting work, collecting Work and giving feedback.

Tapestry (EYFS) use for setting work, collecting Work and giving feedback.

All submitted work will be used for teacher assessment purposes.

Online subscription websites: TTRockstars- Numbots, Spelling Shed, Splash Learn, Espresso, Teach your monster to read, read theory, Charanga YUMU, Oxford Owl.

### 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:

Children without access to technology will be issued with iPads , they will be asked to sign an agreement for the loan, to ensure that the device is used for home learning. Children will also be given hard packs of work delivered by school if necessary. Children will be encouraged to submit work online but if not possible Work can be collected, quarantined and then marked. Parents without data can contact school (via phone, dojo, email, facebook and tapestry) to be issued with a data SIM card.

Children will be encouraged to upload photographs of their completed tasks to their online platform. Teachers will feedback by marking or commenting on photographs. Where digital photos are not possible, work may be collected and feedback will be given with the next home learning pack or via a phone call.

## How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

Maths: Teachers will follow White Rose maths and set work following their schemes. This will include pre-recorded video lessons and worksheets. Hard copies of worksheets can be delivered to those without Internet access. Teachers may choose to supplement this scheme with their own pre-recorded or live lessons or with their own worksheets/tasks (to aid differentiation).

KS2- Live lessons 2 times per week. Pre-recorded lessons/tutorials daily.

KS1- Live lessons 2 times per week. Pre-recorded lessons/tutorials daily.

Some examples of remote teaching approaches:

- live teaching (online lessons KS2, Story reading/phonics KS1) several times a week
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) daily in all key stages.
- printed paper packs produced by teachers (e.g. workbooks, worksheets and powerpoints/resources for parents who request)
- textbooks and reading books pupils have at home. School reading books can be delivered home or collected from school at any time.
- 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?**

### **Expectations for pupils' engagement with remote education**

UKS2- Children should access learning (daily) independently, complete set tasks and upload work to Teacher.

LKS2- Children should access learning (daily) mostly independently, complete set tasks and upload work to Teacher.

KS1/EYFS- Children should access learning (daily) SOME independently, complete set tasks (some with support) and upload work to Teacher.

Children should be completing tasks that are set by the Teacher.

### **Expectations of parental support, for example, setting routines to support your child's education**

- Parents should follow the daily routine set by class teacher but may adapt to suit the needs of their household if children need support.
- Contact school or class teacher when needing additional support
- Ensuring learning is complete daily and submitted.
- Supporting and encouraging children with their learning. Positive rewards etc.

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

Class Teachers will check completed work daily and keep a weekly log of learning that is completed by each child. This will inform Teachers and SLT if there are any concerns. School staff will contact parents via phone call in the first week to check if there are any issues engaging with home learning. Further phone calls will be made by the class team, and then management if issues are not resolved.

Home learning packs will also be hand delivered to encourage engagement.

## 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:

Class teachers will respond to work completed daily. Teachers will leave personal comments including next steps for learning where appropriate. This can be marked following the school marking policy, with voice notes or short pre-recorded video messages.

How often pupils will receive feedback on their work  
Pupils will receive feedback on their work daily (within a 24hour period).

## 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:

- how you work with families to deliver remote education for pupils with SEND

We will tailor home learning to the children's specific needs. 1:1 staff will communicate with the parents directly to offer specific support. Staff will adapt learning for specific tasks to make more accessible e.g including PECS symbols.

- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

Teachers will carefully plan activities that will meet the abilities of the children. A range of activities will be planned that will support learning in a range of approaches (play based learning etc.)

Short videos will be used to engage children for discreet teaching, such as phonics. Feedback on learning will be through voice notes or as videos. It is important that the children will be able to see and hear their teacher.

## **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?**

We have pre-prepared packs that can immediately be sent home. If isolation continues, home learning packs will be provided that matches class learning as closely as possible.

Children will be expected to post their completed tasks onto their remote platform so that feedback can be given.