

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.

This guidance is to be read in conjunction with the more detailed Remote Learning guidance 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 pupils being sent home?

We will ensure that all children, parents and carers are logging on correctly to our remote learning platform (Class Dojo) and that they are able to access all learning resources. Staff will offer virtual tutorials and answer questions. Children requiring devices will be identified. Prior to this families will have received information and guidance about remote learning. From day one there will be three learning sessions per day.

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 content and delivery of PE where we have provided links to PE activities which include dance tutorials and PE videos with Joe Wicks.

The structure of the day will vary to the structure of the school day.

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:

All children are different and as such learn and complete their work at a varying pace to one another. Your child may benefit from watching the teacher input more than once. You may find your child zooms through something one day, to then struggle to grapple with concepts or skills the next. Take each day as it comes.

Key Stage 1	School will set appropriate learning for up to 3 hours per day. Three lessons per day
Key Stage 2	School will set appropriate learning for up to 3 hours per day. Three lessons per day

Accessing remote education

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

We are using Class Dojo as our online platform for remote learning. We are already using this for our weekly home learning. We may also use Zoom for small group live learning.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognize that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- We have identified those families who will need access to the internet and or devices.
- We have 9 DFE devices. These will be offered initially to children who have been identified by the school as vulnerable. Devices may also be offered to families with three or more siblings.
- We are able to lend devices that enable an internet connection (for example, dongles)
- We have intent set learning which does not require printed materials.
- Exercise books are available on request
- Pupils submit (upload) their outcomes onto Class Dojo
- Hard copy outcomes can be either posted or dropped off at school.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Recorded teaching (Oak National Academy and White Rose Maths lessons which are video/audio recordings made by teachers) followed by a learning activity
- Small group live teaching (online lessons via Zoom)
- Online reading books
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 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?

- Our expectation is that children should do the best that they can in all tasks
- Our expectation is that children should produce outcomes of their usual standard as they would in school (handwriting, presentation, vocabulary, spelling, punctuation and grammar (SPAG), etc.) Teachers will let them and you know if it is not!
- Children should take their time and not rush; they should feel proud of their outcomes and be happy to share
- Setting a routine which fits with the family commitments will enable your days to run smoothly.
- We embrace a challenge. Allow your children the opportunity to struggle and grapple with their tasks – this is where the learning happens! It is ok to find something tricky. What can they use to support them?
- Accept that there are often many ways to do something
- If everything is correct the first time around then it is probably too easy!

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

- Teachers will indicate when outcomes need to be submitted
- Teachers will assess the outcomes and give feedback where appropriate
- Teachers will monitor your child's engagement on Class Dojo daily.
- Teachers will be able to communicate with parents and carers directly via Class Dojo
- Learning outcomes should be uploaded daily, however we recognise that this is not always possible. Families may choose to submit twice a week for example, or over the weekend. Please let your child's teacher know if this is your way of working.
- If your child does not submit their outcomes by the end of the agreed timeframe, staff will contact parents and carers to discuss any issues.
- School will work with families to identify issues and provide support.

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:

- Our usual practice is for children to be formally assessed towards the end of each half term. If appropriate this will continue to happen remotely.
- Questioning to identify and highlight misconceptions
- We give verbal feedback – what is working well & how to improve
- We give written feedback – what is working well and how to improve
- Set SMART targets or milestones
- Marked outcomes – comments or grades
- Highlight the learning intention (green – got it, orange not there yet)
- Children marking their own work (self-assess)
- Children marking each-other's work (peer assess)

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 recognize 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 provide learning activities that are appropriate for meeting the needs of the pupils
- Some pupils will need specialist resources or equipment. This will be either provided by school or parents and carers will be signposted to the appropriate links, websites and resources.
- Remote learning for those children in reception and year 1 will include more formal learning activities as well as a curiosity approach with learning activities which are open ended and play based.

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?

Children who are self-isolating will continue to access remote learning. Please refer to the additional guidance for different scenarios.