Provision of Remote Education

Updated January 2022

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 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?

In EYFS and Years 1 & 2, children will bring with them a work pack with all the materials they need including reading books, together with information on how and when books can be changed and log in information for the online resources we use. In KS2, children will receive a pack with details of their log-in information for online resources and how to access work set [in some cases they will receive hard copies of work to complete]. There will be some slight variation between classes across KS2 as we have begun to roll out the regular use of Chromebooks and Google classroom in school so that, in the event of home learning, Y5 and Y6 children will largely learn in the same way as in school and will be able to access their work in their usual way. Classes in Y3 and Y4 will begin this process when we receive our next shipment of Chromebooks [due in January].

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 plan to 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 Science, investigative work is likely to be accessed by watching videos of investigations. PE will be via 'join-in' activity presentations, such as Joe Wicks.

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 minimum number of hours each day:

Year Group	Minimum expectation
Reception	3 hours
Year 1 & 2	3 hours
Year 3 & 4	4 hours
Year 5 & 6	4 hours

Accessing remote education

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

Predominantly via the digital platforms children are already familiar with, which we already use in school:

- Google classrooms [Y5&6 mostly]
- Purple Mash [whole school]
- Seesaw [EYFS / KS1]
- Accelerated reader / MyOn
- Times tables Rockstars
- Bedrock
- Freckle Maths [this is a new addition]
- IDL [applicable to some children]

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:

- We are able to loan school Chromebooks / IPads [subject to a user agreement] to children that do not have a suitable device at home. There is a finite number of devices and we will loan them in priority order.
- We have a very small number of data SIMs available if households do not have internet access.
- If pupils do not have online access, we can provide printed materials. Class teachers will organise these and make arrangements for how packs can be collected / returned for marking.

How will my child be taught remotely?

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

- Live teaching (online lessons or tutorials)

- Recorded teaching (e.g. White Rose Maths, Oak National Academy, video/audio recordings made by teachers)

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

- Textbooks and reading books pupils have at home

- Commercially available websites supporting the teaching / practising of specific subjects or areas, including video clips / sequences and activities [eg Purple Mash, Accelerated Reader, Bedrock learning]

- Teachers will be available online for support throughout the normal school day [ie when they are not direct teaching, they will still be accessible for support].

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

- Children should treat online learning as a school day, attending every session that is available to them on time and completing tasks set within the time given.

- Children should be appropriately dressed [no night clothes] to make it clear this is learning time.

- Behaviour expectations are the same as in school – including no eating during sessions.

Expectations for parental support for remote education

- Parents should establish routines to facilitate the above, ensuring children maintain good learning habits, attend when expected and complete tasks.

- Ensure good sleep and meal routines are maintained so that children are punctual and alert.

- Ensure that the environment is right for learning, both for your child and others in the class [dedicated learning space, quiet background, free from interruptions, good behaviour]

- Maintain good communication with school and alert us to any problems with accessing remote education, completing work or reasons for non-attendance

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

- Attendance will be recorded daily. Work will be checked on a regular basis, dependent upon the teaching taking place – during live sessions, teachers will use questioning to check understanding. Work that is submitted electronically will be checked during planning / marking time; work that has to be returned to school will be marked when received.

- If there is a concern, parents will be contacted by telephone / email / video call at the earliest opportunity, normally by the class teacher or a member of Senior Leadership.

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:

- Questioning and interaction during live lessons
- Self-marking quizzes
- Feedback and discussion on activities completed at home during whole class tutorials
- Teacher commentary on activities submitted online [for example on Seesaw]

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 SEND:

- We will plan on an individual basis with families how best to support these children remotely as it will depend on the level of SEND and what they are able to do independently.

Younger children:

- Our youngest children will have the highest amount of direct live teaching input to ensure that critical elements of phonics, early Maths and English [including storytime] are prioritised. We will provide guidance for parents as to how to support other activities that may be set.

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?

Wherever possible, we will try to enable children to join in with the class via Google meets [or Zoom] for teacher input. Where this is not possible, we will use the remote learning approaches already outlined. Children will be able to access online support although this might not always be with their class teacher. This will be discussed on an individual basis as it will depend on numbers of children in this position at any one time.

NB – this assumes your child is not ill [most children who have contracted Covid have few or minor effects so should be able to complete remote learning].

Remote learning and online safety:

During periods of home learning, children will be spending more time online. The environments we direct them to are tried, tested and secure, but it is important that ***you*** know what they are doing and what sites they are visiting. It is a sad fact that people who wish to do children harm are also more likely to be active online at the moment. The most effective way to keep your child safe is to have an open environment where their ***digital device is in a family area*** so that you can monitor what they are doing [and make sure they are focussed on learning]. It is also a good opportunity to upskill yourself and talk to your child about the dos and don'ts of internet safety. The parent support section of our school website has links to two excellent sources of information and support: Thinkuknow and NSPCC and I would wholeheartedly recommend them to parents.