



## **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.

### **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?**

During the first two days after being sent home the child will be able to access all teaching notebook presentations and accompanying worksheets being used by the class teacher in school and accessed by the class. The child will access this information through their google classroom or Tapestry account.

#### **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 our sports coach has recorded PE sessions that can be completed at home that may differ from the PE sessions the children will access in school.



## 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:

Key Stage 1	<p>Across Key Stage One and Key Stage Two teachers pre-record three lessons a day, these will typically be an English, Maths and Topic lesson.</p> <p>Each class also has a 20 minute google meet live whole class meeting.</p> <p>There is a 'support seminar' for approximately 5 children each day for a further 15 minutes to support any misconceptions the children have encountered.</p> <p>There is a 30 minute PE session uploaded three times a week led by the federation Sport Coach.</p> <p>(Approximately 3 hours)</p>
Key Stage 2	<p>Across Key Stage One and Key Stage Two teachers pre-record three lessons a day, these will typically be an English, Maths and Topic lesson.</p> <p>Each class also has a 20 minute google meet live whole class meeting.</p> <p>There is a 'support seminar' for approximately 5 children each day for a further 15 minutes to support any misconceptions the children have encountered.</p> <p>There is a 30 minute PE session</p>



	uploaded three times a week led by the federation Sport Coach.  (Approximately 4 hours)
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## **Accessing remote education**

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

All children have access to either google classrooms or Tapestry.

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

We have communicated to all parents at school regarding their position to access online provision. We are able to offer parents the opportunity to loan a school laptop that has been configured for home use.

We are also able to support with parents who may not have internet access. If this is something that may be effecting you, please contact the school office for advice and support.

We also offer weekly technical support through parent workshops if families are struggling we accessing the work to be completed and 'how to' support demonstrating how children can turn their work in to be marked.

We are also able to offer stationary, books and worksheets for any families where online provision is not a consideration.

### **How will my child be taught remotely?**

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



- In Reception the class children are taught by pre-recorded teaching support videos with accompanying activities posted onto tapestry accounts. Children can then post their work back to the teacher and teaching assistant to receive feedback.
- In Years 1-6 all children are taught by pre-recorded teaching support videos with accompanying powerpoint presentations and differentiated activities posted onto google classroom. Children can post their work back to the teacher and teaching assistant to receive feedback.
- All children receive at least three lessons each day.
- Each day the class meets together for a 20 minute 'class catch up' through google classrooms.
- Each week every child receives an additional 20-minute 'support surgery' where a misconception is explained or a concept is reviewed.
- Every week each class has three 20 minute pre-recorded PE classes.
- Each week every class has an additional pre-recorded assembly by the Executive Head Teacher and the Head of School.

## **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 recognise every family situation is different but we do expect every child to engage with the majority of the work set.
- We expect every child to attend the daily 'class catch up'.
- We hope parents will be able to support with home learning as much as possible. If any family is struggling with this, please contact the school office at the earliest opportunity and we will look to support in any way we can.



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

- We will check and individual child engagement each day through monitoring the work being 'turned in'.
- We will also check engagement through the daily 'class catch up' and support surgeries.
- If we have any concerns we will contact you through a supportive phone call.

## **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:

- All work submitted by the children is marked and feedback is given.
- Feedback will also be given through weekly support surgeries.

## **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 are working with families of children with SEND through weekly 'support surgeries' in addition to continued communication with our Inclusion leader.
- Phone and video call support is also provided for parents and children.
- The majority of our vulnerable families have a place in school with our children of critical workers.



## **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 a child is self-isolating whilst the majority of the class is in school we will upload teaching powerpoints, slides and differentiated activities for the child to access on their Tapestry or Google Classroom account. We will also provide regular 'support surgeries' throughout the duration of the isolation to support with wellbeing and academic misconceptions.