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?

On the first day, parents will be invited o an online meeting with the HT and class teacher where we will outline the timetable for your child's remote learning at home; what will be expected of your child and the logistics of how work will be communicated.

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.

The teachers will use their discretion to move some topics around. Some subjects lend themselves more readily to being taught remotely and teachers may for example teach a topic originally planned for the summer term in the spring term. By and large however the same curriculum and the same sequence of lessons will continue.

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:

EYFS	No longer than 3 hours
Key Stage 1	Approximately 3 hours
Key Stage 2	Between 3 and 5 hours

Accessing remote education

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

Work will be shared using See-Saw and Tapestry. Daily registration and an explanation of the days work will be explained live by the teacher each morning. Throughout the day the children will receive a combination of re-recorded lessons, live teaching and task to complete.

When assigning task to the children the children will bear in mind the extent to which certain task are appropriate for certain children and will vary the provision according to your child's needs.

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 have surveyed all parents to ascertain what the level of access to technology and WFI is.

Where children have not have access to a device, a device can be loaned to the family for the time required.

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:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, 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 of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 expect all children to engage with remote learning at their level. We recognise that fro some children a different approach may be needed and when this is the case your child class teacher will discuss with you how the access can be altered to meet your child's needs.

The majority of children however can be expected to access lessons. We expect all children to attend the first online registration meeting of the day between 9.00am and 9.30am.

After this children will be expected to work through the lessons set by their teacher and upload work (with some support as is needed) to the online platform.

We recognise that younger children may need some support from their parents at home. Task will be designed to help parents and throughout the day teachers and teaching assistants will arrange small group work to further engage the youngest children.

Older children should need minimal support from parents. Teachers will be on hand to help and always available either through the see-saw messaging app or when appropriate, further live instruction.

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

Teachers will maintain a register of those children who have attended the morning registration. They will also keep a log of those children who are completing and uploading asks. Where children are not doing so they will seek to support the child and family first.

Where teachers have concerns about levels of engagement they will at first speak with you as parents and seek to find a solution. At all point the headteacher will be kept informed.

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.

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:

- The teacher will in the first instance set work considering the individual needs of your child
- Where your child is struggling the class teacher will be in touch to seek ways to better meet the needs of your child
- Where your child receive set support in school we will endeavor to continue this remotely – where appropriate
- Where we feel that online education is not appropriate, a more appropriate medium will be explored
- Children will continue to have access to support from both their teacher and teaching assistant
- Children will EHC's can in every case have a place in school. In this instance provision in school will not necessarily be the same as remote education and will follow what is set out on their EHCP

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 the class in still in school the teacher will not be able to both teach live online and in school at the same time. Nor will they always be able to be on hand to assist the child throughout the school day.

In this instance, work will be set via the appropriate platform the night before with enough explanation for the child to be able to complete independently. If possible, the teacher will make contact with the child during the course of the day to make sure that know what they are doing.