

## 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 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?

All children have log-ins to enable them to access welearn365, the school's online learning platform which gives access to MS Teams and the full suite of MS Office software – Word, Excel, etc – and email.

### 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. For example, in addition to one English and one Maths lesson daily we will aim to deliver a Humanities (History, Geography) or Science lesson. Music, MFL, PSHE, Music and PE lessons will be delivered around these core areas.

### 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:

Primary school-aged pupils in KS1	3 hours a day, on average.
Primary school-aged pupils in KS2	4 hours a day, on average.

## Accessing remote education

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

All children have log-ins to enable them to access welearn365, the school's online learning platform which gives access to MS Teams and the full suite of MS Office software – Word, Excel, etc – and email.

### 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:

Packs of home learning broadly in line with the online offering will be available for collection - within social distancing guidelines – from the school. In exceptional circumstances these may be delivered to domestic settings and again with due care taken in respect of social distancing. Additional contact with these pupils, in lieu of online communications, will take place over the telephone as part of our safe and well calls.

### How will my child be taught remotely?

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

Some examples of our 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

## 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?

In this section, please set out briefly:

- Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Provision therefore will be more concrete, both in school and in domestic settings.
- As far as possible the school expects that a child learning remotely should be engaged in such learning – be that registration, lessons or engagement in story time - between the approximate hours of 0900 and 1500.

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

For children completing hard-copy work, these are handed in on a Monday and returned with formative assessment/feedback after the appropriate quarantine period. Fresh work for the week is collected at this time. Calls to domestic settings are made to ensure engagement.

For children engaging in the online offering, work is responded to ideally within the day or at most within 24 hours. Teachers are largely available for *ad hoc* queries from children as far as possible mirroring the classroom environment.

Registers differentiating between the two methods of engagement are kept daily.

### 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:

- For frequency, please refer to the previous box.
- MS Teams 'Feedback' function is the primary method of responding to online submissions.
- Quizzes at the beginning and after online lessons are already proving to be powerful tools for assessment purposes.
- Pupil Progress Meetings between staff and Senior Leadership continue in line with usual schedules albeit remotely where necessary/possible.

## **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:

- Pupils on the SEND register will as far as possible have differentiated learning in line with their Personal Learning Plan, be that remotely or in school.
- Younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. Provision therefore will be more concrete, both in school and in domestic settings.

## **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?**

Both hard-copy and online offerings cater for just such circumstances. Learning conducted online or in hard-copy format is designed to be as similar as possible.