



Remote education provision: information for parents

Learning For Life Anchored In Christ

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?

Pupils will be sent home with workbooks to complete independently in the first instance.

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, PE

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	3 hours a day on average across the cohort, with less for younger children
-------------	--

Key Stage 2	4 hours a day
-------------	---------------

Accessing remote education

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

Microsoft 365-Teams platform and Tapestry(EYFS/Y1)

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 happy to provide printed packs and work books for children to use. They can still get guidance and support from their teachers on the two weekly phone calls that they receive. These completed packs should be brought back into school for marking when the new one is collected. The packs are available for work due the following week. Alternatively, pupils can take photos of their work and email to the class emails.
- We now have access to a few devices that we can loan out. These will be shared with the most vulnerable families as a priority.
- For support with internet access (ie dongle/ help with wi-fi) we are currently waiting to hear back from the Gov helpline about our request.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) uploaded to Teams and Tapestry for EYFS/Y1
- 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, power points and work sheets & activities, such as Classroom Secrets, White Rose, IDL, Hamilton Trust, TT Rockstars and some other websites that we feel can support different aspects of the education we are providing.
- We will also be introducing a 'live' registration on Teams for pupils to see and chat with their classmates and teacher in school throughout the week.

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 pupils to view, complete and return the work set daily. The teachers set deadlines for when the work is expected to be completed. Printed packs are expected to be returned on a weekly basis when the new one is collected. This is so teachers can mark the work and give feedback either online or with the next pack. Teachers will also set daily or weekly quizzes/tests for each subject so we can monitor achievement and progress. Daily records are kept of pupil engagement. Star pupil of the day is announced in the 'general' channel of Teams or in a Star Pupil assembly powerpoint.
- A weekly timetable is shared on Teams or within the printed pack to show parents the lessons for each day. This will support parents with knowing the structure of their child's day and the work they should be doing. Parents can discuss any queries with the teachers in the two weekly phone calls as well as emailing the class email. The teachers are also available online for an hourly session each week where parents can get immediate responses to any queries or support, this is also shown on the timetable. We appreciate the support of parents encouraging and supporting their child with engaging in their learning and we are always ready to try and help where we can. If you cannot wait for your weekly phone calls then you can always phone the school office to talk to someone or leave a message and we will get back to you as soon as we can.

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

- Engagement is checked daily (online) and weekly (printed packs). We will keep records of pupil engagement and make phone calls to parents if there is not enough engagement. If necessary, we will make a home visit to check how things are going and to encourage engagement.

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:

The pupil's work is assessed through online quizzes and mini tests as well as the work they return being marked and any feedback given. This is done daily when possible and all pupils will know how they have done and how they can improve for their next piece of work. Writing is marked just as it is in school with pink and green highlighting and comments for improvement.

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:

In this section, please set out briefly:

- We use the website IDL and you will receive a log in for this. This is a website specifically aimed at children with extra needs. The teachers will plan a specific set of activities based on targets on your child's ITP (Individual Teaching Plan)
- We will also provide resource packs with a range of activities and physical resources that your child may need to support different elements of their development and targets. Weekly calls will be made by the SENDCo as well as the class teachers to check on progress.

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 your child is self-isolating then work will be provided either through printed packs or online. This will include a 2 week pack of age related basic skills linked to the curriculum being taught in school that term. They will also have a range of appropriately levelled text and work books to support them with their learning. The teacher will call once a week to check on progress and will feedback on work submitted either of a lunch time or after home-time daily. Families can send messages on the class email which the teacher will respond to as soon as possible.