

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 or following a National Lockdown.

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?

Remote education resources will be shared via Class Dojo. Teachers will set initial expectations and work to be accessed. They may send a video message of support or a video of the teacher reading the class text.

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, in science some practical experiments will not be able to be conducted at home and the learning will be theory based.

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	We expect pupils in EYFS to complete an 1 hour each day. This time should be made up of short 10mins sessions.
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	<p>We expect pupils in Year 1 and 2 to complete 2 hours each day. This time could be made up of x4 30min sessions.</p> <p>We expect pupils in Year 3 and 4 to complete 3 hours each day. This time could be made up of x6 30min sessions or 3 hour sessions.</p> <p>We advise parents to not try and sit their child down and complete the work set in one session. Children have limited concentration spans and therefore require breaks in their learning.</p> <p>In between sessions the supplementary programmes that the BBC have produced can be accessed.</p>
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Accessing remote education

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

The class teacher will communicate through Class Dojo. They will use this platform to share links and instructions to access other platforms like google classroom or School 360. We will use Zoom for any live or individual/group sessions that are conducted remotely.

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:

School will be able to apply to the Department of Education on your behalf for a device to support at home if:

- disadvantaged children in years 3 to 11 who do not have access to a device and whose face- to-face education is disrupted
- disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable.

If the school is successful in applying for devices:

- the parents will be informed that they can borrow the device for the period of time that their child is not having face-to-face teaching. It must be returned following their child returning to school. You will be informed via Class Dojo if you

are eligible.

All parents have access to Class Dojo and can view information from school. This allows them to photograph and upload their child's work to their portfolio.

How will my child be taught remotely?

We use a combination of the following:

Some examples of remote teaching approaches which we will strive to use:

- Limited live learning sessions but not live whole class teaching (celebration assemblies, teacher story sessions, small group learning sessions).
- recorded teaching (e.g. White Rose Maths, Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. worksheets to be printed 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.

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 engage with learning activities on every school day.

We expect parents to take an active role in supporting the setting up of routines to support their child's learning.

We expect parents to read to, and with, their child every day.

We expect parents to talk to their child about their learning and their feelings.

We expect parents to engage with the class teacher on Class Dojo on a daily basis by posting work completed on Class Dojo portfolio.

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 your child's portfolio daily, however staff will not be able to comment on portfolio work on a daily basis; this will more likely be a weekly basis.

If the school has any concerns, initially the class teacher may require a telephone or virtual call before being referred to the Headteacher. If it is a safeguarding concern it will be referred to either Mr Sutcliffe or Mrs Sykes who are the schools Designated Safeguarding leads.

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:

- Feedback on pupils' work will mainly be via portfolio and for the older pupils in google classroom.
- Portfolio allows for both photographs and video evidence to be uploaded.
- Pupils will receive feedback on their work on a weekly basis.

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 will work with families on an individual basis to deliver remote education for pupils with SEND.
- Resources and work will be differentiated appropriately for pupils with SEND.

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 has to isolate but the class remains in school then you will receive the same work that the children in school will be completing. This work will be sent via Class Dojo.

The class teacher will ensure that your child continues to get a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, focussing mainly on the core skills.

Work completed at home can be uploaded onto your child's portfolio on Class Dojo. The teacher will give feedback appropriate to the work completed and shared.