# 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.

## 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?

Our school remote learning policy has clear information regarding different types of closure, including a child self-isolating, year group or bubble closure and whole school closure. Our aim is that all children will be provided with remote learning from the first day of closure/isolation and a day was spent at the start of the spring term ensuring that all children can access the remote learning provided and problem-solving where necessary.

All remote learning resources, timetables and activities are available on Google Classroom and children/parents will have login details for this. Paper copies of activities can be made available for collection.

Children can submit their completed work directly to Google Classroom for teachers to review.

### 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 and we make some adaptations in some subjects where necessary. For example, in English lessons in school, we follow a scheme which involves a high level of discussion, speaking and listening and drama activities. These lessons have been adjusted to be more accessible to all children while at home. In Science, it may not be possible for children to take part in practical elements and so some topics may be covered more theoretically with the aim that practical aspects will be a focus on return to school. Alternatively, practical sessions will be modelled through the use of teaching videos. Mathematics will continue to be taught following our whole school approach and using the resources from White Rose Maths.

All other subjects will continue as timetabling would in school. This includes spelling, reading, Science, PSHE, PE and other non-core subjects.

Assemblies will continue in the same style as in school but these will be delivered remotely.

# 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 | 3 hours |
|------|---------|
| Key Stage 1 | 3 hours |
| Key Stage 2 | 4 hours |

*This is in line with the requirements set out by the Department for Education, and there will be enough learning activities planned to fulfil this. We recommend trying to complete as many of the activities as possible, depending on your circumstances.

# Accessing remote education

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

All activities are accessible via the pupil logins for Google Classroom. Here you will find features such as the Stream for posting messages and the Classwork section for accessing lessons. Any work 'turned in' will receive feedback from a member of teaching staff.
To begin with and in order to make learning as accessible as possible, we will use Zoom to conduct any live sessions. These sessions will take place at the beginning of the day for 10 minutes and then at a time during the day for 30 minutes. These are carefully timetabled with the aim of ensuring that families with more than one child can access all sessions available. These sessions will take place in accordance with the remote learning policy around safe use of conferencing tools.

## 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:

**Device loan**
Any parents or carers who do not have an electronic device, or have multiple children who are sharing one device, can contact the school office to request a device loan.
All requests will be considered and fulfilled where possible. Priority is given to children in receipt of Free School Meals and vulnerable children. Where there is a sibling attending secondary school, we will recommend that families also contact the secondary school. We also recommend using an Xbox and PlayStation console where these are available as Google Classroom can be accessed through these.

**Internet access**
Any families struggling with internet connection can contact school and discuss options. SIM cards with prepaid data are available for families to use solely for accessing remote learning lessons and parents may be asked to submit their details in order to have their mobile data allowance increased under the government scheme.

**Paper copies**
Paper copies of all learning posted online will be available for collection from the school office by prior arrangement and these will include enough work for the week. This work must be returned to the teacher in order for them to provide feedback and plan next steps. We recommend that this is done by taking photos of the work and emailing the teacher. If this is not possible, please get in touch.

**Review**
Any loans of technology (devices and data) are kept under review in order to ensure appropriate and meaningful use.

# How will my child be taught remotely?

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

All resources and information necessary will be uploaded onto the child's Google Classroom account.

**Live sessions**
Each class will have a short 'registration' live session at the start of the day. The purpose of this is to begin the day positively and to respond to any questions or concerns the children may have. Each class will also have a longer live session (30 minutes) during the day. Part of this will involve a group session, with a different group attending each day. This time will primarily be used for reading and/or phonics, in line with how these subjects are taught when in school.

**Recorded teaching**
We use White Rose Maths recordings and the corresponding activities. We use Oak National Academy lessons where these are relevant to the subjects and topics being taught and we also use the Letters and Sounds Phonics videos on YouTube.  When using resources made by our own teaching staff, these may include recorded video or audio aspect.

**Independent activities**
Some independent activities are set for children, usually following a taught session. Independent activities also include reading, and children are directed to e-libraries such as Oxford Owl, Epic Reading and the Virtual School Library from the Oak National Academy in partnership with National Literacy Trust.

**Printed copies**
Printed paper packs are produced by teachers where necessary and these mirror as closely as possible the work being shared online.

# 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?

**Engagement and attendance**

We believe in every child's right to an education and we will do our best to make sure activities set are manageable in the context of the home. We encourage all pupils to attend all of their live sessions and we have endeavoured to timetable these to make it as easy as possible for siblings to attend their sessions while also keeping the expectation manageable. However, we understand that some families are sharing devices with multiple siblings including those at secondary school. We would therefore expect as a minimum attendance that your child is present at their live sessions or they upload work to Google Classroom at least once per day. Where possible, as stated, we encourage all pupils to attend all sessions and upload all work set. If we are concerned that your child is not accessing live sessions or uploading work, we will contact you to discuss how we can support.

**Parental support**

Please encourage your child to attend their sessions where possible and complete any assigned learning tasks. A good routine can be maintained through following the suggested timetable uploaded by your child's teacher, along with the top tips sent out by Teachers2Parents and also available on the website.

## 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 pupils' daily engagement with learning. Their engagement will be checked by attendance at live sessions and uploads to Google Classroom. If your child has not engaged all day, we will contact you by phone or email to see if there is any support needed and discuss any concerns.

Where engagement is a cause for concern and a child has not attended any sessions or submitted any work for 3 consecutive days, this will be escalated to the Senior Leadership Team.

Teachers and support staff within year groups will contact families to offer any advice and support during fortnightly welfare calls/emails.

## 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:

Teachers will leave feedback on any assignments 'turned in' on Google Classroom. As in school, a variety of feedback methods will be used, including a score being assigned, brief written feedback, comments directly on the work, individual verbal feedback and also whole class verbal or written feedback where appropriate.

Teachers and support staff within year groups will contact families to offer any advice and support during fortnightly welfare calls/emails.

# 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:

Any pupils with SEND who would find it difficult to access remote learning in line with their peers will be assigned activities which are more suitable to their current level.
Pupils who have an EHCP and are not in school will have daily one-to-one or small group sessions working on their individual targets, depending on their individual needs. We aim for that to take place with the member of support staff with whom they are familiar. Where specialist provision (such as Speech and Language Therapy or Occupational Therapy) forms part of their EHCP, we will aim for these sessions to take place remotely. The SEND team will be in regular (at least weekly) contact with families with EHCP children to see if we can support in any other way.

Children whose level of EAL means that they find it difficult to access remote learning in line with their peers will be assigned activities which are suitable for them. The EAL team will support this for children who are beginners, as well as keeping in contact with identified families.

We understand that younger pupils may find it difficult to learn remotely and we will aim to make online sessions fun, engaging and clear and offer any advice necessary to support parents during fortnightly welfare calls/emails.

# Remote education for self-isolating pupils

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Pupils will still have all resources online in the same location and paper based packs will still be available for collection. This will mirror as far as possible what children will be doing in school. Children are still able to upload learning online to Google Classroom for their teacher to view. The main difference is that live sessions will not take place for individual children self-isolating. In place of this, staff will check in daily by phone call or email so that any questions or concerns can be addressed in a timely manner.