

## 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?

- › Teachers will make contact on day 1 of a child's absence to ensure home learning is understood. This may be by phone, Class Dojo or Weduc message.
- › Weekly home learning sheets will be provided by the teachers and published on Weduc so that all children can start their home learning immediately on the first day they are absent. If a child does not have access to the technology needed (we are aware of who these children are) they will be provided with paper based learning resources. These will be delivered where possible on day 1 of absence or posted.
- › The work set will match the learning that is happening in class as much as possible.
- › All children have access to Microsoft Teams and in a situation where the whole 'bubble' closes or the majority of the children are being educated at home teachers will use Teams to remotely teach children (Tapestry in EYFS).
- › Equipment will be made available, wherever possible, to allow children access to technology at home.

## **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, we recognise that conducting Science Investigations and resourcing of learning activities for some art and design, Design Technology, Computing, PE and Music lessons may be difficult in a home environment.

## **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 | Minimum Daily Hours:<br><br>EYFS and KS1 – 3 hours<br><br>KS2 – 4 hours |
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## **Accessing remote education**

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

- › All children have access to Microsoft Teams and in a situation where the whole 'bubble' closes or the majority of the children are being educated at home teachers will use Teams to remotely teach children (Tapestry in EYFS).
- › We use Weduc to communicate with parents and carers.
- › Equipment will be made available, wherever possible, to allow children access to technology at home.

### **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 currently have:**

- 8 laptops available to parents and carers to support access to technology at home.
- 1x dongle with data
- 10 SIMs cards with 30gb
- 16 tablets

We have a record of all parents/carers without access to technology. These parents/carers may borrow a device from Day 1 by signing our User Agreement.

If demand exceeds supply, we will distribute equipment in the following priority:

1. Vulnerable/disadvantaged pupils;
2. Children in the older year groups;
3. Children with siblings.

We may provide paper copies, text books, learning packs etc through agreement with parents/carers in some situations e.g. to support families with more than 2 children. Parents/ carers contact their child's teacher to arrange this.

Children who are not able to submit their learning to their teacher electronically will be expected to return their learning to their teacher at school for feedback. This should be at the end of their isolation period or if for longer periods weekly.

**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) using Microsoft Teams
- 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 but only in exceptional circumstances e.g. when the Year Group teachers are unable to work due to illness for example.

## 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:

- We expect all children to engage fully with our expectations for home learning.
- We expect any parents/carers who are having difficulties establishing routines and engaging with our expectations to contact their class teacher immediately for support.

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

In this section, please set out briefly:

- Teachers will monitor activities on Microsoft Teams e.g. registers for attendance of live meetings, Insight to see general reports, check assignment submissions.
- Teachers in the first place will contact parents/carers via phone or Weduc.
- Teachers will log any concern onto CPOMs and a member of the SLT will also contact parents/carers if it is felt the child is not engaging with the expectations for home learning.
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### 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:

In this section, please set out briefly:

- Teachers will provide feedback a minimum of 2x weekly.
- If the whole bubble is off teachers will provide feedback via Teams or Weduc (if non-electronic work is submitted)

## **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:

- EYFS children use Tapestry as a communication since we acknowledge accessing Microsoft Teams would be difficult for our youngest children. Parents/carers are used to this system and it allows for a continuation of the child's learning journey.
- Year 1- 6 will use Microsoft Teams when a whole bubble or wider school closure occurs. Children with SEND will be closely monitored by teachers, other adults and our SENCO. Any child needing additional support will have their learning adapted as needed. This may be by using 1:1 Microsoft Team meetings, supplying resources and by ensuring as a group regular contact is prioritised to identify any difficulties early on. Where possible contact will be from the child's own teacher or learning support worker.

## **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?**

Please see previous responses for full details.