# 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?

**‘Bubble’ closures**: in the first instance we will provide your child with a work pack which will include a range of worksheets, workbooks and reading materials. These resources are designed for your child to work on with support from an adult at home. If your child is in school when we close a bubble, they will take the pack home with them. If your child is at home when the bubble closes, for example at the weekend, we will send the work pack home with a sibling or deliver it to your address.

**School closure**: we will provide children with a work pack as outlined above, however it might not be possible to deliver the work packs to pupils because of the large numbers of children involved. Arrangements will be made so that parents can safely collect the work packs from school.

The packs for pupils in nursery, Reception and Year 1 will focus on phonics, reading, writing and mathematics. The packs for pupils in Years 2 to 6 will include English, Maths and wider curricular activities.

### 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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have adapted some aspects of teaching, of learning activities and of the curriculum to take account of the different nature of remote learning. For example, it is not effective to teach some of the curriculum objectives that rely heavily on pupil discussion and interaction or that might need space, equipment and materials that are not easily available at home. We will ensure these aspects of the curriculum are taught when the pupils return to face to face teaching in the classroom.

## 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:

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| --- | --- |
| Primary school-aged pupils(The DfE has set the expectation of 3 hours for primary school pupils) | Nursery and Reception- 2 hours Years 1 & 2 – 3 hoursYear 3, 4,5 & 6 – 4 hours |

## Accessing remote education

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

In Nursery learning activities will be shared remotely with parents via ClassDojo. From Reception upwards, online teaching and learning will take place on Google Classroom, which children can access on a variety of devices using a user name and password which has been provided by the school. Children may also be directed to other web-sites that the school normally uses to support learning, for example Purple Mash and Times Table Rock Stars.

Both ClassDojo and Google Classroom can be accessed on a wide variety of devices including Smartphones, Tablets and many Games Consoles. However, it is difficult to complete work online using some of these devices. If necessary, children can complete tasks on paper and upload photographs on to Classroom or ClassDojo.

### 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:

Parents have been informed about our loan Chromebooks and how they should apply for them. To date we have loaned out 190 devices but unfortunately at the time of writing we do not have any more Chromebooks for loan. Parents who wish to be added to a waiting list should fill in a form that is available on their child’s Class Story on ClassDojo. If a family does not have an internet connection, we will also lend a mobile Wifi device that will allow access to the internet.

The school offers advice and support to families who have difficulty logging in to Google Classroom or in submitting work. Please contact your child’s class teacher in the first instance so we can see how we can best help you.

Printed packs of work will be made available every two weeks. Parents will be advised via Classdojo when new packs are available. If a family is self-isolating or otherwise unable to collect a pack, we will try to arrange delivery of suitable packs.

 Work from these packs can be photographed and the pictures sent to teachers or completed packs can be returned to school.

### How will my child be taught remotely?

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

Our Nursery is open during the lockdown and so children can continue their early education on-site. If children are unable to attend, a variety of learning activities and ideas will be shared with parents on ClassDojo and a work pack of age-appropriate activities will be provided.

Reception staff post a weekly selection of recorded lessons and activities on Classroom designed for children to complete over the course of the week with adult support. This allows a flexible approach for families as children are able to access the lessons and activities at any time.

In KS1 and KS2, lessons start at 9.00 a.m. Breaks and lunchtimes are at the same times as when the children are in school to ensure consistency when some children are working in school and others at home, and to give a sense of routine and normality to children who are learning at home. Teachers publish a schedule to show which lessons are taking place each day.

Children may have live lessons, presented by their own teacher or a Year Group colleague, or a recorded lesson. Recorded lessons may be of lessons taught earlier, to allow flexibility for families, or they may be lessons from other sources, e.g. Oak Academy or BBC lessons to give the children wider experiences in their learning.

Children may be directed to work set on Purple Mash, Times Table Rock Stars or other websites used in school. Websites or videos that promote physical activity such as Cosmic Yoga or Joe Wickes videos are assigned as P.E. lessons.

Opportunities for independent work are provided for most lessons, as they are in school, using editable templates in Classroom. These pieces of work are assigned to the children with a due by date for return and will be marked, or feedback given. Support for this work may be live, with the teacher online while the children are completing the work or children can contact the teacher later through private chat on Classroom to ask for help. If children are unable to use the templates given, they can work in an exercise book given by the school and submit photographs of their work.

We are very aware that some children may not be able to attend the live lessons and work slots and aim to ensure that all the resources they need to complete the work are available to them later in the day.

Where children are not able to complete the online learning at all, they have the opportunity to use the work packs provided and can seek help for work in these via ClassDojo.

## 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 children to work at home for the required times as outlined above. Parents should provide adequate time and a space for the children to work. They should encourage children to complete the work to the same high standards expected in the classroom and offer help if they are able.

For online learning, we expect parents to follow the school’s safeguarding advice (see the ‘Remote teaching and Learning Addendum’ to our Safeguarding Policy) especially if their child is using a webcam.

Where children have to use a shared device and are not able to join live online lessons, parents are expected to encourage and help them to complete this learning when they are able, later in the day.

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

Teachers keep registers of children who have joined online lessons, and of children who have handed work in. They will contact parents via ClassDojo if children have not been engaging with the lessons and / work.

Phase leaders and learning mentors will telephone families to discuss our concerns where children are not submitting work. Support will be offered as far as possible for any technical problems and paper work packs will be provided if the problems are on-going. In some cases, the Inclusion Team will make weekly home visits to help parents to support their children.

### 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:

When teachers are online while children are completing their work, they will do ‘live’ marking, helping the children to correct mistakes or identify points for improvement as they work. This is not always possible – for example teachers may have to close the lesson to speak to individual children.

For recorded lessons or resourced teaching lessons, feedback is provided either on the document while the children are working, after they have submitted it or through a feedback live session where children can edit and resubmit where necessary.Sometimes teachers may ask children to mark their own work using a correct model.

Work that is completed later but handed in on time will generally be marked as soon as possible.

Most work will be marked or commented on whether verbal or written, as it is in school, in a way that helps children’s learning, If a teacher has live-marked during the lesson or fed-back verbally during a live session, this may not be obvious on the piece of work.

Children may also be asked to attend a ‘refuelling’ session where a teacher in the year group will go over work that they have found difficult or not understood. Children are constantly encouraged to ask questions regularly through live lessons (verbally or through the chat) or through private comment on their pieces of work.

## 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:

All children with EHCPs were contacted by the SENDCO and offered a place in school. Where this has been taken up, we have made sure that all the appropriate support for learning has been provided in school. Parents are able to contact the SENDCO and the Class Teacher with any concerns and regular ‘check-in’ calls are made by the Inclusion team.

For EHCP children who have stayed at home, we have provided paper work packs; these have included manipulatives and ideas for practical learning. All these are specific to the child. If the child is able to access online learning, we have provided work for them online.

Other school-supported SEN children are offered appropriately differentiated work online or in a work pack.

Children in Early Years are given learning activities as outlined above.

## 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?

As with bubble or school closures, a paper work pack and an exercise book will be provided the in first instance for children who are self-isolating.

We are still investigating the best way for children to join class-based lessons from home. This is likely to be through Google Meet for the teaching input part of the lesson, with the child completing the work in the exercise book.