



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?

If we are able to plan for a closure with some notice on the day, we will send pupils home with work to cover the first 24-48 hours which can be completed independently at home. If we are unable to provide a physical pack for the initial period, we will message parents on dojo with portfolio tasks to complete or with guidance about which online packages to access, which their child/ren will already be familiar with. We will follow this up with further information within 24-48 hours.

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 are teaching the same themes in the wider curriculum which will cover the same objectives, but they may be delivered in a different way using resources accessible at home or when working independently.

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	In line with government expectations for remote provision each key stage will be provided with work including remote teaching support, feedback and their independent work to the equivalent of the following per day: KS2 – 4 hours KS1 – 3 hours F2 – 2.5 hours Pre-school – 1 hour
Secondary school-aged pupils not working towards formal qualifications this year	N/A
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Accessing remote education

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

Children can access the following online remote education resources dependent on their phase in school: rising stars reading planet, MyMaths, White Rose Maths, Bedrock, Spelling frame, TTRockstars, Oak Academy lessons, Letters and Sounds phonics lessons, Numbots. The work can be accessed via class dojo portfolio.

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 have surveyed families to find out what access they have to digital devices and internet access. Families who may require access to devices because they do not have their own have been identified through this process, and will be contacted should they be required to access online learning. A process of lending of a **very limited number of devices** is in operation in school. More information can be found by contacting Mrs Mackinnon at school.
- We are working to source additional devices from the DfE and from other places. These will be allocated in line with the responses to our survey information from families, prioritised by need.
- Pupils can access printed materials if they do not have online access. This can be arranged with individual families on request.
- Pupils can submit work to their teachers if they do not have online access by dropping the work off at the entrance to the school building in weather tight boxes and staff will contact them via dojo to provide feedback or to alert them to other work to be collected.

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 our teachers and online phonics lessons)
- Online work including interactive activities which children can complete and submit via dojo portfolio
- textbooks and reading books pupils have at home or via online reading platforms
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences in maths, spelling, reading, vocabulary and phonics
- long-term project work and/or internet research activities where these meet the needs of the children and the curriculum, and are used to support knowledge and build interest alongside other work above
- live teaching weekly (online consolidation or modelling) for older children and story time for younger children to ensure regular contact with staff they know well, where we are able to provide this in line with our safeguarding policy and with staffing availability
- printed paper packs produced by teachers (e.g. workbooks, worksheets)

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?

- **Pupils are expected to complete all online learning set for them.** Any additional optional learning will be labelled as such for pupils and parents to see.
- Parents are expected to support their children to be able to complete the work that is set for them. This can be done by having **daily routines** in place to make sure that children have clear times for work and times for following their own interests at home. **Good sleep routines** also reinforce children's abilities to complete their learning and parents can help by making sure children have suitable bed times and waking up times in line with what attendance at school would expect of them.
- Parents can help by supporting all children in the household (if there is more than one accessing remote learning) to have access to the equipment to allow them to complete their online learning.

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

- Children will have at least weekly telephone contact with a member of staff from their key stage. They will have daily online contact with a member of staff they know, if they are completing their online learning.
- Should there be any cause for concern about the level of engagement with learning, the class teacher will contact parents via dojo message in the first instance. Follow-up telephone calls can be arranged as needed.

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 digital programmes we use provide immediate feedback to pupils. Teachers use the reports that the programmes generate to plan individual next steps for children and will give information about progress to children in their daily communications with them. Recorded videos of areas of whole class feedback will be used to address common mistakes or misconceptions and to re-teach areas of work as needed. Written feedback will be provided as needed but is likely to be short and specific to individual development points for each child. The youngest children will receive verbal feedback or short written comments which parents can share with them.
- Pupils will receive daily feedback on their work if they are submitting it online. Analysis of online programme data will happen weekly and feedback will occur in line with this. Feedback on paper copies of work will happen less frequently depending on when it is handed in and when it can be accessed by staff who may be working at home or responsible for teaching in school on a rota system.

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:

- The school's SENDCO, Mrs Mackinnon is available to support with individual needs and tailoring individual work to children's own targets and mirroring individual timetables that they may access in school.
- Class teachers will set individual tasks in line with children's SEND needs and ability to access online programmes.

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?

- Children will be signposted to familiar online programmes and individual work set for them. Where they are able to engage in the same work as is happening in school, this will be set via dojo portfolio.
- Individual circumstances around illness in the home will be taken into consideration e.g. if parents are ill and cannot support with additional learning beyond online programmes.
- Feedback will happen when the teacher is able to offer time within their working day to give it, taking into account their class teaching role in school.