

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?

All the children have access to Microsoft Teams and are expected to be engaging with live lessons and assignments. Rules for online lessons and use of Microsoft Teams will be reinforced. The aim will be for the children to grow in confidence and independence in their use of Microsoft Teams – transferring skills learnt in school to the home environment.

Timetables will be fixed for the coming weeks during this time. With support for families experiencing issues with logging in available through school communication, including issues relating to passwords and technical questions will have the opportunity to be addressed.

Class dojo will be used to support learning and tasks will be uploaded to this platform for children to access alongside Teams, particularly in EYFS and KS1.

Workbooks and exercise books will be sent out for children to record their learning from the online content.

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, to be able to share resources online. The learning will continue to follow each year curriculum as planned in line with long term plan.

For example, some subjects like PE (team games), music practical lessons will have been changed to fit with the limits of remote learning. PE will focus on personal fitness or challenge; music appreciation instead of instrument practice.

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	The day will be made up of: <ul style="list-style-type: none">• Live sessions with their teacher/TA.• Recorded content – videos/learning• Directed independent work• Assignments set• Teacher feedback and guidance
KS1	Children should expect to be working at least for 3 hours.
KS2	Children should expect to be working at least for 4 hours.

Accessing remote education

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

The school will be using Microsoft Teams accessible through laptops, tablets, Xbox and Playstation. Children have been given a unique email and password to access their Microsoft Teams Learning. Class Dojo will be used alongside Microsoft Teams and is accessible through laptops, tablets and mobile devices.

Reception will also be using Class Dojo to guide and direct work as well as Teams for live sessions.

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:

The school has carried out a survey through the Astrea App to gather information around each households ability to access remote learning. Based on this information those households in greatest need have been offered a digital device.

The school aims to acquire more digital devices to provide all children in need.

The school will contact parents directly when devices are available. Parents will then sign for the loan of the equipment which remains the property of the school. Parents and pupils have already completed an acceptable use form for online learning.

Parents should complete the form on the Astrea App to indicate if they are in need of support and digital devices. Parents can obtain further information by contacting school.

Printed materials, workbooks, exercise books and other resources will be made available when appropriate (eg if isolating).

Work is submitted through Microsoft Teams and Class Dojo. Where online access is unavailable work can be submitted to the teacher at mutually agreed times via school.

How will my child be taught remotely?

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

- live teaching (online lessons)
- 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. Eg Times Table Rockstars, Phonics Play, SPAG.com, White Rose Maths.

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?

Remote learning will be tailored to children's individual needs. Older children in KS2 will need much less support for example than KS1.

Our expectations in remote learning are the same as in school: that children will engage in the learning and complete tasks set. KS2 should expect to be learning for at least 4 hours a day / KS1 for at least 3 hours a day. Early Years for less than 3 hrs.

If you are unable to attend the live sessions at the time specified on the timetable (eg. Due to having more than one child needing access) all live lessons are recorded and can be accessed at another suitable time. Timetables are created to visually support the content of the day and the work that is expected to be completed. The order of the day can be adapted by families to suit their individual needs (eg. More than one child to support) however the expectation of work completed remains the same.

Children should be able to access the learning set by teachers. Teachers will be online to provide live support and feedback daily as well as through the Teams chat function and Class Dojo.

Some children, especially younger ones, will need some support initially from parents with accessing Teams but as they become familiar with the platform this should become easier.

Younger children may need some support with independent learning alongside this but teachers will also be available for feedback and support.

Parents can support their children by ensuring they know when their children should be accessing a lesson and providing an environment in which they can work without distractions. Follow the timetable that the teacher has set to access live sessions, learning and feedback.

The school day starts at 9am and runs until 3:00pm. Children need to be ready to log in for their teachers first session of the day as set on the timetable.

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

Children's engagement in online learning will be checked daily by the teacher. Non-attendance will be followed up with phone calls and home visits where required. We will continue to check remote learning attendance as we monitor attendance in school.

Where a child is not fully engaging with the learning, the school will contact their parents to discuss any reasons and solutions to this.

If solutions to remote learning and engagement cannot be found or are ineffective the school will contact you to discuss any support you may need.

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:

Teacher sessions are timetabled daily to address misconceptions and provide pupils with feedback on assignments given. Just as when in school these feedback sessions will inform the next days/sessions teaching and input.

Teachers will use a range of methods for assessment and feedback including but not exclusively:

- low stakes pop quizzes
- teacher feedback live sessions
- marking of submitted assignments
- direct phone calls
- use of workbooks and printed materials
- online programmes with instant feedback (eg TTRockstars)
- use of breakout rooms on Teams

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:

Teachers will provide differentiated work and support to those children with SEND / EHCP. Teachers will contact parents to discuss EHCPs and the bespoke provision for those pupils.

Differentiated work could include: extra support from the teacher online in breakout rooms, extra scaffolding in tasks, bespoke tasks pitched at the right level for pupils or specific learning sent home.

Year 1 and reception: teachers will provide online lessons – some live sessions and other pre-recorded videos. Teachers will have regular short live learning with the children to enable quick, regular feedback.

It is understood that children in reception and Year 1 may need more support from an adult at home to access Teams. Class Dojo will also be utilised for our Early Years classes.

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?

In the event that the majority of their peers are in school, those that are self-isolating will be able to access printed materials in packs, tasks set through Class Dojo or Microsoft Teams and live teaching via videos from learning platforms such as National Oak and White Rose Maths. Feedback will be given online when the teacher is available, or where online is not available the work can be submitted via school at mutually agreed times.