

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 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?

In Early Years, three tasks will be set a day via a Word Document which will be sent to you via ParentMail.

In Key Stage One and Key Stage Two, three tasks (Maths, English and one other subject) will be set for children to complete via Google Classroom. The tasks set do not require teacher input and will be based around children's current learning.

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, changes are made to our usual year group time tables to ensure coverage and content is best suited for children learning from home. All curriculum subjects are covered in remote education and the National Curriculum objectives are followed as usual.

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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|-------------|--|
| Early Years | Three hours a day (including two-three live group sessions a week) |
| Key Stage 1 | Three hours a day (including two live lessons each day) |
| Key Stage 2 | Four hours a day (including two live lessons each day) |

Accessing remote education

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

In Early Years, home learning is accessed through ParentMail where home learning documents are sent to parents on a weekly basis. We love to then see photos and videos of children's learning on EvidenceMe.

All remote education for children in Key Stage One and Key Stage Two will be accessed through Google Classroom as the primary learning platform.

Other platforms being used alongside Google Classroom to support our remote education include:

- Reading Eggs/Reading Eggspress
- Spelling Shed (KS2)

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:

- Devices can be lent to families to support children in accessing remote education. This is done through contacting our school office.
- Devices that enable an internet connection (for example, routers or dongles), can also be lent to families to support children in accessing remote education. This is done through contacting our school office.
- If a family has a period of time without internet access, printed resources can be obtained through contacting the school office. We then ask that parents submit this work to their child's class teacher either by handing into the school office or emailing.

How will my child be taught remotely?

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

In Early Years, all children will have access to several small group sessions throughout the week, including show and tell sessions to promote a love of learning and further speech and language skills.

In Key Stage One and Key Stage Two, all children will have access to two live teaching sessions each day. The morning sessions will be split into smaller groups to facilitate effective learning online. In the afternoon, sessions are run as full-class sessions, allowing children the opportunity to interact with all of their peers on a daily basis.

A teacher in each year group is then available throughout the school day to help with any home learning questions through the private comment function on Google Classroom.

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 that all children engage fully with remote education and that parents and carers support children in doing so. This will ensure that all children can continue to follow the National Curriculum and can develop their social and emotional health through their interaction with school staff and their peers too.

We ask that parents and carers support their children by setting up a daily routine to support children in completing their home learning, including supporting them with logging into Google Classroom and onto our virtual teaching sessions.

We ask that parents and carers contact us if their child is struggling with remote education expectations so that we can support children and families in ensuring that they are engaged.

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

In Early Years, we use EvidenceMe to check and celebrate engagement.

Pupils' engagement with remote education will be checked daily. This includes attendance in live teaching sessions and handing in completed work by attaching on Google Classroom.

If we have concerns with engagement, we will contact parents/carers via email or telephone to discuss our worries and to ask the opinion of parents/carers as to how their child is coping at home. We will then put plans in place to improve engagement. This will be monitored weekly.

We will also use parent/carer home learning surveys to gain feedback to continue to make improvements to our approach.

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 Early Years, we will give feedback through comments on EvidenceMe, as well as verbal feedback in group sessions.

In KS1 and KS2, in line with our feedback procedures in school, feedback will be given in a variety of different forms, including, but not limited to:

- Verbal feedback within live teaching sessions regarding previous work completed (this will include individual, small group and while class feedback) – this is our main form of providing effective feedback. This includes celebrating work completed too.
- Immediate verbal feedback on learning being completed within live teaching sessions e.g. during shared writes, virtual whiteboard work, etc.
- Quizzes via digital platforms (including Google Forms, Quizizz and EdPuzzle) which automatically mark answers and give immediate feedback

Verbal feedback on previous work will be given on a weekly basis during live teaching sessions. Other forms of feedback, as listed above, will take place throughout the week as well as this.

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 the first instance, we actively encourage all children with EHCPs (and those with special educational needs and disabilities that will prevent effective access of remote education) to attend our school provision, usually on a full-time basis.

If children are not able to access our school provision, we will then work with families on an individualised basis to differentiate learning effectively for each child. This may be through 1:1 or small group live teaching sessions, work packs, further differentiated learning, and more.

All learning is differentiated to meet the needs of all children in all areas of the curriculum. This includes further differentiation within live teaching sessions, including further small group teaching sessions for children, where needed.

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?

If your child is in KS1 or KS2 and is self-isolating but their class is in school, your child will be set three home learning tasks a day on Google Classroom (if they are in KS1 or KS2). If they are in Reception or Nursery, these tasks will be emailed home via the school office (with a week's tasks emailed at a time). Tasks set will link to the whole National Curriculum as with all of our remote education. There will not be live teaching sessions available but there will be links to high-quality recorded teaching material and other resources to best support your child.

If your child's whole class or year group is self-isolating, the remote education approach will be mostly the same as the whole-school remote education approach. The difference will be that times for the Google Meet live teaching sessions may alter.