Information For Parents About Remote Education Provision

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.

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?

- Where children are self-isolating on an individual basis then they can expect to be able to access the day's learning via work set on Google Classroom.

- Where a bubble has to isolate then the class can expect remote learning the next day. The remote curriculum will match their classroom curriculum with some adaptations where necessary.

- As in the case of a national lockdown, such as the one that became law on the 5 January 2021, it may be necessary to use a day to plan both key worker/vulnerable provision and remote learning. In the event of future national lockdowns, it would be envisaged that remote learning would begin immediately depending on the national circumstances and notice given to schools.

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 may need to make some adaptations in some subjects. For example:

- For science lessons, it might be that we are not able to replicate experiments in the same way.
- PE lessons may take the form of being signposted to online fitness resources.
- The Oak National Academy may be used to deliver the wider curriculum.
- The DT and Art curriculum may be adapted to take into account the fact that all families may not have access to particular resources.

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:

Reception	A blended offer of live, pre-recorded sessions and tasks uploaded on to Tapestry will aim to provide a minimum of 3 hours.
Key Stage One	A blended offer of live, pre-recorded sessions, home reading and tasks uploaded on to Google Classroom where work can be completed independently will be aimed at a minimum of 3 hours.
Key Stage Two	A blended offer of live, pre-recorded sessions, home reading and tasks uploaded on to Google Classroom where work can be completed independently will be aimed at a minimum of 4 hours.

Accessing Remote Education

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

Your child has their Google Classroom login where they will find the invites to live sessions. A parent guide to Google Classroom is available to parents via the website and has been shared via school communications. On their Class stream, they will find work set under assignments or within their 'Upcoming' tile to the left. Regular 'posts' on the stream will supplement this information, with extra information and activities.

If you have any issues at home with access to digital technology and you have not told us this before then please let us know, as we may be able to loan you a device to support you subject to the availability within schools.

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 will take the following approaches to support those pupils to access remote education:

- We will order our allocation of devices from the Department for Education (DFE) and distribute them accordingly.
- We have identified our learners who either do not have devices or internet at home and will try to loan devices or try to apply for funding to secure broadband for disadvantaged families.
- Where parents do not have access to the internet on a temporary basis we can

provide paper packs.

- Where families are not disadvantaged and therefore not eligible for funding to secure broadband we will aim to ensure children have access to paper packs.

- Any paper packs will be available for parents to pick up from school or school leaders will ensure that packs are dropped off to ensure that pupils have access to remote education.

- Where pupils can only access learning through paper packs then these can be submitted on a Friday, quarantined for 48 hours and then the teacher can offer feedback the following week.

How will my child be taught remotely?

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

- live Google Meets

- pre-recorded lessons/audio recordings made by class teachers (online lessons)

- recorded teaching from Oak National Academy lessons or other sources (online lessons)

- assignments and other teaching resources uploaded onto Google Classroom

- textbooks and reading books organised by teachers that are either sent home or accessed electronically and work is set from or for home reading

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- skills websites such as TT Rockstars that allow pupils to practise fluency skills

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?

Our expectation is that all children engage in remote learning. We wish to work with parents and carers to ensure that all barriers are removed so that the pupils can access their learning. We also recognise each family has different circumstances and ways of working. We will always work with families to support them in the best manner we can.

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

- Teachers and support staff will check daily which children are online. If they are not accessing the remote learning, then class teachers and or school leaders will contact home to see what support is required to enable the children to access remote learning.

- School leaders will ensure that families are supported by the school in every way possible. Where there are significant barriers to home learning then these children may be invited into the school provision depending on the capacity within school.

How will you assess my child's work and progress?

Feedback for pupils on their work can take different forms during periods of remote education. Pupils can expect to receive some sort of feedback on their work on a daily basis.

For example:

- verbal feedback during the live session at both a whole class and individual level
- marking, in line with the school marking policy directly on to Google Classroom via private comments
- Self-marking quizzes
- Self-assessment through provision of mark sheets
- Self-assessment through editing and improving
- Whole class feedback summaries
- Teachers can liaise with parents via email to adjust teaching and learning based on parental feedback

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:

Government guidance states:

"For many pupils with SEND, the teaching envisaged by the guidance would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and schools are likely to know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible."

Across our schools, we will:

- Contact the parents initially to set out the expectations for the pupils.

- Where possible include all the children in the main teaching sessions online.

- Where the academic gap is wider than 18 months or if they receive support from a 1:1 Learning Support Assistant (LSA), differentiated work will be produced to meet the individual needs of the child with SEND. This will be either in the form of booklets or online activities (Google Classroom) or live video or phone check-ins and catch-up sessions.

- Provide 1:1 or small group learning sessions with either the class teacher or a teaching assistant once a week where appropriate or possible.

- Use resources such as The Oak National Academy so that children with SEND have the opportunity to pause and go back over any parts of the teaching video they don't understand. https://www.thenational.academy/

- Continue to provide any assistive resources e.g. buff coloured paper/exercise books/overlays.

- Signpost to 'go noodle' for children who require activity breaks/brain breaks or relaxation sessions. www.gonoodle.com

- Hold regular telephone consultations with parents of children with SEMH as a primary need to offer advice, check engagement and the families wellbeing

- Include any relevant interventions via Google Classroom but consider a reduction of time dependant on circumstances.

Remote education for individual self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Remote education where individual pupils need to self-isolate but the majority of their peer group remains in school will mirror the classroom provision as much as possible.

- How remote education is provided will likely differ from the approach for whole groups.

- The teacher will upload work and offer feedback online for pupils. This is due to the challenges of teaching pupils both at home and in school. Where this is the case, the teachers may utilise the videos on the Oak National Academy or similar resources.

- Parents are able to communicate with teachers to ensure that pupils are able to fully access the learning. Where the pupil has SEND then the SENCO will liaise with the class teacher to ensure the provision is appropriate.