

## **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 the event of a school or bubble closure, the whole class will be provided with remote learning from day one. In the case of individual cases of self isolation, where the rest of the class are being taught, work will be added in a timely manner. Paper packs are only available where there is an issue with remote access. Remote learning will be available via class dojo. Exercise books and pencils will be provided where needed. In extreme situations, paper packs will be provided but are not recommended.

### **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, videos or ppts replace two way discussions, DT, art and music if not accessible will be taught as a block on return to school.

## **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:

Key Stage 1	3 hours a day with less for younger
Key Stage 2	Four hours a day.
Key Stage 3 and 4	NA

## **Accessing remote education**

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

Remote education will be provided via Dojo. Any extra provision required eg for speech and language or 1-1 will be via Teams or Zoom.

### **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Laptops have been issued to children who are unable to access at home.
- Parents gave information in October as to access to online learning
- Parents signposted to companies offering extra data and how to use playstation and xbox
- A minority of pupils who are accessing dojo through a smart phone or have no data are offered a paper pack. This is when other avenues have been explored. Exercise books can be provided to take photographs of work.
- Learning mentors are dropping off and picking up work daily/ weekly where no other provision available

## **How will my child be taught remotely?**

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

In this section, please list the range of approaches you use to teach pupils remotely.

- recorded teaching (e.g. video/audio recordings made by teachers)
- Reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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?**

- Letters sent home regarding the expectation of engagement.
- Parents supported with any barriers.
- Phone calls and home visits by the class teacher / learning mentors to encourage reluctant learners.
- Availability to discuss technical issues or encouragement via telephone or email

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

In this section, please set out briefly:

- Engagement is checked daily and is followed up weekly or more frequently where there are concerns
- Support given via telephone, door step visits, via class dojo
- Face to face Teams or Zoom for any SEN or vulnerable families
- Video message from the teachers welcoming them to the day/ activities
- Work archived regularly to prevent overwhelming children and parents

**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 this section, please set out briefly:

- Teachers comment upon and approve the work. Any modifications needed are returned to the child as a draft.
- During whole class or school closure, feedback is daily.
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- If individual in isolation feedback is given in a timely manner.

## **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:

- Support given via zoom or teams for specific provision eg speech and language provision
- Where extra provision is needed, work is broken down into smaller chunks
- Work is differentiated according to ability

## **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?**

During self isolation, when a class is being taught, remote education will be provided. Where possible the same resources will be used. Live videos may not be available where the teacher is live teaching in class. High quality resources will be provided remotely in a timely manner-at least by the second day of absence.