

# Remote Education Provision: Information for Parents /Carers



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?

If a pupil is at home due to contracting Covid or they are self-isolating, teachers will provide remote learning via Tapestry for Reception class, and Seesaw for all other classes. Communication with parents and messages will also be sent via Tapestry in Reception and ClassDojo for the rest of the school

Parents should inform teachers that their child is well enough to work at home and tasks will be set that are in line with the learning that is taking place in the classroom. Teachers will send age, ability appropriate meaningful and ambitious tasks each day that cover English (including phonics), Maths and another curriculum area

If the whole class are self-isolating, which is likely to include the class teacher, the teacher will work remotely to plan, send recorded instructions and explanations and set tasks to be completed which will be followed by supportive feedback

## **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 where possible and appropriate. However, we have needed to make some adaptations in some subjects. Some tasks do not lend themselves to remote learning and require interaction or collaboration with peers. When this happens, teachers will attempt to provide another task which will have a similar learning opportunity and outcome. We are also aware of different resources at home including technology and printing facilities. We aim to be inclusive.

## **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
Key Stage 2	4 hours

## **Accessing remote education**

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

Reception children's parents are given provided with login details for Tapestry so they can access school observations, activities set, videos and they can respond to individual tasks. It is a two-way dialogue

From Year 1, parents are provided with a Dojo login which enables them to directly message teachers and receive messages back

All parents in Key Stage 1 and 2 have been provided with a Seesaw login. Seesaw is a learning platform which enables teachers to voice record, set tasks and feedback

Parents are asked to keep logins safe and contact your child's class teacher if they are forgotten

## **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:

- If you do not have a suitable device to work on to complete your online learning, please contact school. We have a number of devices that we can lend out. Currently, we cannot guarantee that we have enough to provide everyone with a device but we have applied for more devices and await their delivery
- Parents can collect exercise books and any other materials they might require from the school gate
- Any parent who is concerned or worried about submitting work to the teacher remotely or who is unable, should contact school for some further support

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

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

. Some examples of remote teaching approaches:

- recorded teaching (visual/audio recordings made by teachers and the use of other pre-recorded lessons e.g. Oak National Academy lessons, video)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home, Oxford Owl online reading resources
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- project work such as creative homework tasks /or internet research activities

## 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 all pupils to engage with remote education with the support of their parents. We also acknowledge that parental and pupil confidence, circumstances at home and resources are different for different families
- We will try our best to support you to support your children

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

- Teachers will respond to uploaded work and tasks daily and provide constructive comments
- Each week, at our online staff meetings, staff will report to the Senior Leadership team if they are concerned about the engagement of any pupil. Teachers will Dojo message them directly and phone if they get no response to see if any support is required. The headteacher will phone to discuss any specific issues that are preventing any child receiving their education remotely
- If parents are unable to engage their children in remote education, staff will speak and encourage children to engage
- Where there is no engagement, even with support, the senior leadership team may treat this as a safeguarding concern. An Early Help may be suggested to a family which might include outside parenting support

### 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:

- Pupils' will receive daily feedback (written, voice recorded or emojis/symbols) on completed tasks and teachers will use this to plan further activities. Work will be differentiated to suit groups and individuals where possible

## **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:

- All children with an EHCP are invited to attend school on site, including those who we have made applications for, and will continue to receive support as set out in their plan. For those with EHCPs who are at home, steps will be taken to ensure that we, where possible, provide the provision set out in their plan.
- Work will be differentiated to support different abilities therefore many children with disabilities will be able to access themselves
- Phone calls and supportive, informative messages will be sent regularly to parents who need educational or emotional support or advice
- School staff will show understanding and flexibility whilst enabling a high standard of remote learning is provided
- Practical physical resources may be loaned

## **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?**

Individual pupils who are self-isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects. This will be in line with what the rest of the class receive. Work set is likely to be a day behind the rest of the class to enable the teacher to make the necessary changes to lessons to enable the lesson to be taught/ accessed remotely

Feedback will be provided but may not be as frequent as teachers and teaching assistants will prioritise teaching in the classroom and then consider those children who are learning from home