

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?

All parents and carers will be contacted via Class Dojo on day one of remote education by the class teacher with instructions of what to do that day. We aim for remote education to be up and running on day two.

All pupils have access to a variety of online activities either through school subscription or free websites that are used in school. The full list can be found on the school website.

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, some aspects of the year group's long term plan may be restructured to ensure work that can be completed at home without specialist 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:

EYFS/Key Stage 1	3 hours
Key Stage 2	4 hours
Key Stage 3 and 4	

Accessing remote education

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

We are using the Class Dojo platform to assign, receive and give feedback to the work that the pupils submit.

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:

Where pupils are unable to access remote education, school have been allocated a number of laptops that can be loaned to home for the duration of school closure. A loan agreement will need to be signed upon receipt of the device. If you feel that your child would benefit from a loaned device, please contact the school office with your enquiry. Please note these devices may be limited.

In the short term parents/carers can collect paper work packs from the office which include work related to the online resources. We will have regular conversations with parents who do not have online access and aim to provide top up data where necessary.

How will my child be taught remotely?

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

Pre-recorded sessions led by the class teacher.

Oak National Academy lessons (for a range of subjects) including video/audio materials.

White Rose Maths lessons - videos and worksheets.

All remote lessons are planned for sequentially and follow the year group long term plan and are taught using interactive slides. This will ensure all children receive direct teacher modelling whilst learning at home.

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 your child to engage in remote education every day for the times detailed above (3hrs EYFS/KS1 and 4hrs KS2).

We understand that the home is different to the school environment and therefore learning may need to be split into shorter sessions with regular breaks in between. The expected hours for learning should be completed at a time that is suitable for the household, especially if there are adults who have work commitments also.

All parents/carers are expected to have the Class Dojo app accessible on home devices. On a daily basis parents are expected to share the work that has been set with their child, support them if necessary by reinforcing the learning within the videos/PowerPoints and return completed work by sending a photograph as evidence and a comment if appropriate.

It is not expected that parents/carers complete the work for their child. The work set is age appropriate. Please encourage your child to work independently where possible.

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

Teachers will be checking the work submitted on Class Dojo on a daily basis. When appropriate teachers will respond with a comment. This comment may be in relation to how the work can be progressed further or for motivational purposes.

Please do not expect immediate responses as teachers have a vast amount of work to set/mark each day.

Teachers will check engagement on a daily basis and if engagement reduces, parents/carers will be contacted with a Dojo message in the first instance. If there is no improvement the class teacher or a member of the pastoral team will make phone contact to discuss the issue further. As always we would urge you to get in touch with us at an early stage if you feel your child is experiencing any barriers to remote learning.

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:

Children's work will be responded to either privately with a motivational/positive message, advice for improvement or a 'liked' notification each day for the work submitted. Whole class messages may also be given with general feedback and next steps, or for advice for the next day/week.

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:

SEND – Pupils who are in receipt of EHCP are entitled to access in-school provision and this is encouraged. For those pupils whose parents/carers have opted to keep them at home, or children who are named on the additional needs register but without an EHCP, the school SENDCo, as well as the class teacher, are on hand to assist during school or bubble closures. Adjustments to activities or timetables may be agreed and regular remote contact will occur to ensure that parents/carers feel confident to support the remote education.

Reception – Pupils in Reception will access teaching and learning activities through the Class Dojo platform as with other year groups. The lesson designs will differ in this year group with little or no paper based activities but with more practical activities that can be completed at home and videos that engage children to join in physically and creatively such as music lessons and storytelling. This is in line with the curriculum that the EYFS follow.

For pupils in **Reception, Year 1 and Year 2**, daily phonics sessions are planned for with videos of the teacher delivering a lesson as it would be in the classroom.

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?

Where any pupil needs to self-isolate from school whilst their class bubble remains open, home learning will continue on the same platform and will generally follow the planning and sequence that is in place in the classroom. Some amendments may have to be made due to resources not able to be accessed at home or work more simplified, or in smaller sections to allow the isolating child to remain focused and motivated.

The feedback will not be as immediate as it would be if the bubble was closed, but will be received by the end of the day ahead of the next day.