

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.

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?

'Learning' packs containing tasks for: reading comprehension, maths, writing, spelling, punctuation, grammar, phonics and Topic work were emailed home to each year group.

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?

The curriculum that will be taught for children at home will be the same as for children attending school.

Teachers that are unable to attend school due to health, child care or family circumstances will plan and deliver the teaching and learning remotely and virtually for all children whether in school or at home.

Work will be differentiated to meet the needs of the child. The majority of children with EHCPs will be able to access online learning, where they cannot, they will have individual packs that can be collected from school (or delivered in extreme circumstances).

Lesson taught will include, SPAG, phonics, reading comprehension, writing, maths and Topic work.

PE will make use of outdoor play, Jo Wicks and other online physical activity sites.

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:

<p>Primary school-aged pupils</p>	<p>Nursery and reception children: phonics, maths activities, recorded stories, active sessions on Youtube, writing activities, planning sheet outlining what is being taught in class and ideas that can be done at home.</p> <p>Year 1 – Year 2: 3 hours per day phonics, maths, writing, storytime, reading comprehension, punctuation, Topic activities, PE activities</p> <p>Year 3 – 6: 4 hours per day: Spelling, punctuation, grammar, maths, writing, class novel, reading comprehension, silent reading, Topic activities, PE activities</p>
-----------------------------------	---

Accessing remote education

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

<p>Tapestry is the digital platform used by nursery and reception children.</p> <p>Teams is the digital platform used by years 1 – 6 used to deliver: virtual teaching, learning, work sheets, children’s submitted work for assessment purposes, feedback by the teacher to the child, marking activities, communication during lessons between the child and the teacher.</p>
--

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:

The school has advised parents to contact them with any issues related to their child accessing teaching and learning remotely.

iPads have been collected by those children who require them. All children that require an iPad to access remote learning now has one.

Solutions for difficulties associated with internet connectivity have been sourced and are available for parents.

Children that are unable to/ prefer printed material can collect it from school. However, the virtual learning will mostly be completed on the screen.

How will my child be taught remotely?

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

Example of timetable for the day for all children whether at home or at school:

	Key Stage 1	Key Stage 2
8.45 – 9.15	Greeting Register Overview of day	Greeting Register Overview of day
9.15 – 9.45	Phonics	SPAG
9.45 – 10.30	Maths	Maths
10.30 – 11.00	Break/ snack	Break/ snack
11.00 – 12.00	English	English
12.00 – 1.00	Lunch	Lunch
1.00 – 1.45	Phonics	Reading comprehension
1.45 – 2.15	PE Walk/ play outside	PE Jo Wicks
2.15 – 2.30	CBBC	Silent reading
2.30 – 3.00	Story time	Class novel

Aspects of the time table that will be live delivery by the teacher:

greeting, register, overview of day, introducing the lesson and the task to be completed, some marking for some subjects, storytime/ reading class novel.

The teacher will be available during the lesson to respond to any communication from the child.

The use of recorded videos by the teacher will be used for modelling, explaining, showing methodology.

Some online resources will be used for: phonic activities, maths explanations, activity sessions

Some worksheets will be used and displayed on the screen; however, children will record their answers on paper. This work will be self-marked with the teacher reading out the answers.

Some work will be completed on the device and sent back for marking by the teacher.

Links have been sent home to source reading material on line i.e. Oxford Owls.

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?

There is an expectation that children will complete a minimum of three varied lesson activities each day; however, children will be encouraged to complete all the activities.

If the child completes less than this, the teacher will contact the parent (email during school hours) to determine why: ill, too difficult, didn't understand etc...

Parents have been informed of the expectations and that the class teacher will be in contact if the minimum is not completed.

Parents have been provided with the timetable which will be repeated daily.

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

Class teachers will be taking a daily 'register' at a point in the day to review engagement of all children. Parents will be contacted (email during school hours) if the child has failed to engage for 3 days to check there are no problems.

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:

Teachers will be carrying formative assessment during the live teaching sessions: questioning, discussion, 'showing' work - observation, providing answers and asking for results

Some work the children complete will be submitted via the learning platform and marked by the teacher. Written feedback will be provided for the child.

Answers provided by the class teacher and shared with the children for self-marking will be a minimum of three times a week: spelling, punctuation, grammar, reading comprehension, maths

Written feedback will be provided for writing a minimum of twice a 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:

Individual packs have been sent home for children with EHCPs and/ or children working well below expectation.

The SENCO is phoning the children with EHCPs weekly.

Work is differentiated for lower ability and higher ability children.

Class teachers are emailing lower ability children if they are not engaging.

Early years and year 1 children receive live teaching twice a day to explain and model the activities they will be completing. Storytime is read to the children live.

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?

Children self-isolating can access the teaching and learning in the same way as all other children.