

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 self-isolating?

There is a very clear outline of the daily learning expectations they need to meet which will be emailed to them – they are outlined at the end of this document. Teachers will contact pupils by phone or email to offer further support with this. If the child is unwell, there is no expectation for them to complete work.

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.

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:

Primary school-aged pupils	A maximum of 3 hours each day by the time pupils are in Key Stage 2.
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Accessing remote education

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

Key Stage 2 pupils will have work set on google classroom and Key Stage 1 pupils will have learning emailed out to them.

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:

- Parents/carers can borrow chromebooks from school to support in accessing digital content. We also have a limited number of dongles and data cards available.
- Pupils can access any printed materials needed if they do not have online access – these will be printed daily and left outside school for collection at a convenient time. Pupils can return any paper copies of work using the same system of collection and exchange.
- Reading books exchanges can be requested at any time and these will also be left outside school for collection.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and 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?

- We understand the considerable challenges parents face when supporting remote learning, whilst also working themselves or supporting other family members. As a bare minimum, we would like to see each child read each day, complete a piece of writing appropriate to their age and complete their maths task.

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

- In Key Stage 2 pupils are encouraged to 'submit' work and teachers will give feedback to this. If there has been no engagement over the week, then teachers will email or phone to check in and see what further support we can offer.
- In Key Stage 1, parents are encouraged to either email in work completed, send paper copies into school or send back workbooks once the self-isolation is complete. Teachers will then feedback on this. If there has been no engagement over the week, then teachers will email or phone to check in and see what further support we can offer.

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. Our approach to feeding back on pupil work is as follows:

- Teachers will give daily feedback on work submitted to google classroom. For younger children, feedback will look different and may include emailed comments in response to work sent in or a phone call home.
- Accelerated Reader and Read Theory quiz levels will be monitored whilst pupils are at home and further support offered where needed.

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:

- pupils with SEND may have different work set for them than the rest of the class. This may be set on google classroom, or emailed individually.
- For those in reception and year 1, we strongly encourage a more practical approach to learning that will include play based learning as it would in the classroom. Teachers will email ideas for this in their daily email.

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?

For pupils who have received a positive COVID-19 test, or who need to self-isolate for 10 days due to a family member testing positive, they will receive a bespoke learning plan from their teacher, closely aligned to the content the rest of the class are studying. Teachers will check in regularly with the pupil to ensure progress is being made. If the child is unwell, they will not be expected to complete any work.

Remote Learning Expectations Whilst Pupils Are Self-Isolating

If pupils are well, but need to self-isolate whilst waiting for COVID test results of family members to return, we would welcome your support in encouraging them to complete the following tasks to ensure they do not miss more school than is necessary. The DfE have provided a huge resource of online learning from Oak Academy that we will use to support remote learning if we have any local lockdowns but this can also be accessed by pupils off school for a short period of time: <https://classroom.thenational.academy/subjects-by-key-stage>

Reading

Key Stage 1

Please listen to your child read, and practise any sounds they may have (especially FS and Year 1). More e-books can be found here: <https://home.oxfordowl.co.uk/books/free-ebooks/> If your child is on Accelerated Reader, please encourage them to quiz and do any vocabulary quizzes. <https://ukhosted17.renlearn.co.uk/2236176/>

Key Stage 2

Pupils are to read their current reading book and quiz on Accelerated Reader when finished: <https://ukhosted17.renlearn.co.uk/2236176/> There are also a number of vocabulary quizzes your child can complete on this programme. Also available for Years 4-6 is Read Theory: <https://readtheory.org/auth/login>

Writing

Key Stage 1

Encourage your child to write initial sounds (FS), words and short sentences (Year 1) and longer sentences (Year 2). Practice any spellings they have in their homework books.

Key Stage 2

Encourage your child to write longer sentences (year 3) and move onto paragraphs for those in Years 4-6. You can use any stimulus for this. Practice any spellings they have in their homework books.

Maths

Key Stage 1

Practice basic counting (FS) and key number facts for older children (1-20 Year 1 and 1 – 100 for Year 2). Hit The Button website is great for practise. <https://www.topmarks.co.uk/maths-games/hit-the-button>

Key Stage 2

Practice on Times Tables Rock Stars <https://play.ttrockstars.com/auth> and complete homework tasks that have been set for that week.