

Remote Education Provision



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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)

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	It is best to try to keep to a routine. We expect online learning to take a minimum of 4 hours per day.
----------------------------	---

Accessing remote education

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

In the Early Years (Nursery and Reception, we are using Tapestry as normal to communicate with families. Work is set through this. There may be times when Google Classroom is used to connect with families.

Since March 2020, pupils have been using Google Classroom and Google meet/Hangout for live lessons and check ins. Children will be used to using this as it is used within school during 'normal' provision.



Google Classroom

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:

We have a system to provide a certain number of Chromebooks with families. This is done in consultation with families. There may be times when we will need to prioritise based on availability and need.



How will my child be taught remotely?

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

- Work is set each day via **Google Classroom** and **Tapestry**
- Teachers will check in with pupils and provide some online lessons via **Google Hangout/Meet** this is timetables and communicated with the children through Google Classroom
- We have coordinated times when we have 'live session' to avoid clashes, if families have siblings in school
- All pupils have login details via Planners – certainly in KS2, pupils are used to logging into Classroom each day in school. This will be a familiar process for the children.
- Work will be able to be returned through this system.

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 recognise that there may be various demands on technology. It is important to establish positive and consistent routines for learning.
- Ideally, children work will enable a certain level of independence, however adult support may be required at times.
- 1:1 support and TA tutorial sessions may take place where possible and required.
- We will also encourage children to be active and set health related activities
- We always try to set a 'home learning' project to enable pupils to be creative and tap into their own learning styles.
- Children will use interactive apps eg Jamboard, to share ideas

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

- *We will keep in touch with families to ensure children are accessing learning.*
- *We will telephone families and provide online 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:

- **Children will be assessed based on returning work, sharing learning via Google Classroom and Tapestry**
- **We will provide opportunities to take part in assessments eg weekly quizzes, pre and end of term quizzes, monitoring online eg TT Rockstars, Doodle Maths tasks etc..**

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:

- We will keep in touch directly with the teachers and where appropriate, we will make provision face to face at agreed points in the week
- Some pupils will access key worker provision to support their needs.
- Work will be set to support their learning, responding to their needs and requirements.

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?

Since March 2020, children have had the opportunity to access learning via Google Classroom.

They have been able to join lessons or connect with a teacher/TA to support their needs.

