

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?

We will endeavour to ensure that remote education for a cohort will be available at the expected level by lunchtime on the first day of being sent home. The earlier we receive notification from parents of positive test results the more likely we will have things up and running.

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.
- Some subjects may need some changes such as if team games are being taught in PE other physical activity will be set instead. We may also need to adjust art and DT work as specific materials may not be available at home.
- In line with school policy we may block our subject work and therefore not every subject may be taught every week.
- Maths and English will be set daily but other subjects will be published to be completed on a weekly basis.

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	<p>We will set work we would expect to be completed in an hour each for Maths and English each day. We will expect 10 minutes to 30 minutes of reading (Dependent on age). We will set 2 hours of PE each week. We will set 1½ to 2 hours of topic work per day but this may be set in a block.</p> <p>Please note 1 hour's worth of work, particularly for younger children, may be several different short tasks and also be practical/physical. PE may be several shorter physical tasks.</p>
Secondary school-aged pupils not working towards formal qualifications this year	N/A
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Accessing remote education

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

We will use ClassDojo to set and collect work. Each child has been set up on the system and parents given access. Please access using the child view.

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 recognise that not all individual children may have access to their own laptop or device and that parents may also need to work from home and need access. We will therefore not provide live lessons to allow families flexibility in their usage.
- The government provided 3 laptops for vulnerable children which have been allocated.
- We have a small number of laptops for loans to families with multiple children.
- We have access to one wifi dongle.
- Any parent needing assistance should contact the school and we will see if we can help in any way. (Please email the office)

How will my child be taught remotely?

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

- Daily Maths and English tasks.
- 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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 ask parents to mark maths using marksheets made available to them. If they need clarification they can contact the teacher using Classdojo.
- English work and topic work will be uploaded to classdojo as requested by the teacher when setting it.
- You may find it helpful to set routines to support your child's education
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How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- Teachers, or support staff, will check if work is uploaded.
- Teachers/support staff may ring if no work is noticed for more than 2 days to check if you are all fit and well or if you need assistance.

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:

- Work that is uploaded may have a simple acknowledgement or a more thorough mark and comment.
- The teacher may give an in-depth response to a parental query but it must be remembered that it will not be possible to do that for all parents for all work. If several parents have the same query a general response will be sent to all parents.
- Teachers may send a general response to work tasks
- In line with school policy the marking will be adjusted to the work task.

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 set work that all children can access with adult support
- The expectations of the quality and quantity of work will be different for different pupils.

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?

We will endeavour to set the same work as the class is having (with the same caveats for PE, Art and D&T as above) but will be unable to give the depth of support or necessarily answer questions as the teacher will be teaching the rest of the class and have limited time to post and check on work.