# 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 the case of a whole school or class working at home, children will be instructed to work from their ‘First Day of Remote Learning’ pack. From the second day, work will be published on the school website as detailed below. In cases of individuals being absent, work will be emailed to parents on the first day of absence.

### 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 will 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, subjects such as PE and art are unable to be taught without

the resources we have in school.

Adaptations will be made to the teaching of Maths, English and Foundation subjects,

however, the same objectives will be covered.

## 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:

|  |  |
| --- | --- |
| Reception | 2 hours per day |
| Year Groups 1 - 6 | 4 hours per day |

## Accessing remote education

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

Work will be posted on Class Teams pages. Links to teaching videos (from the

class teacher or White Rose) will be placed under ‘Posts’. Activities,

work sheets and recorded sessions will be placed under ‘Files’ or ‘Assignments’

depending on the task type. Links to live sessions will be available under the

‘Calendar’ tab.

### If my child does not have digital or online access at home, how will you support them to access remote education?

The school have a limited number of laptops which can be designated to families

who would otherwise be unable to access remote learning.

### How will my child be taught remotely?

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

|  |  |  |
| --- | --- | --- |
|  | Online Work | Offline Work |
| English – including reading, writing, GPS and phonics | English will be delivered by The Oak National Academy. Teachers have chosen units for each week which cover the same objectives that they would have been teaching. The link to the appropriate unit will be posted on Teams.  Teachers will share a book twice a week via a Teams session lasting 15 minutes. This will appear in your Teams Calendar and will be recorded so children who cannot access the live session will be able to view it at any point afterwards.  Reception, Year 1 and 2 will receive daily phonics input from their class teacher via Teams. Again, this will appear in your calendar and will be recorded if children are unable to attend.  A list of spellings will be put on the class website each week for children to practice at home.  In most cases, grammar will be taught through English instruction. For pupils in KS2, there will also be some tasks to complete. The details of these will be published on Teams. | After the English input, children will need to complete a written task.  Teachers will put some questions on the class page for children to answer after the reading session.  Children will need access to a pencil and paper/note book to follow teacher’s instruction. They will have to spell some words containing the taught grapheme.  Children will need access to a pencil and paper/note book to practice spellings.  Activities available on Teams. |
| Maths | Maths teaching will closely follow White Rose which is being used in school. Teachers will put a link to a recorded video and details of the activity on Teams  Children will be encouraged to use their TT Rockstars account to practice their times tables recall. | After watching the video, children will need to complete the matching sheet. |
| Foundation subjects | Foundation Subjects will be delivered by The Oak National Academy. Teachers have chosen units for each week which cover similar objectives to what they would have been teaching, though this will not match the theme of the children’s topic in most places. The link to the appropriate unit will be posted on Teams. | After watching the video, the children will be expected to complete a written or practical task. |
| Collective Worship | Collective worship will be delivered by class teachers via Teams once weekly. The link to this will appear in your calendar. | We will share key questions linked to our value on Teams if you are not able to access the live delivery. |

## 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?

Expectations of Pupils:

* Be available between usual school hours on each school day.
* Attend the live sessions, where possible. If unable to, children will watch the recorded version of the session.
* Follow the ‘Code of Conduct’ for live teaching sessions. If a child does not follow this code of conduct, they will be removed from the session. (Appendix A)
* Complete work set by teachers.
* Seek help if they need it, from parents, teachers or teaching assistants.
* Alert teachers if they’re not able to complete work.

Expectations of Parents:

* Make the school aware if their child is unwell and therefore unable to complete work
* Maintain regular communication with class teachers, such as using the class email addresses or by uploading work onto Teams.
* Support their child in adhering to the Code of Conduct (Appendix A) for live teaching sessions.
* Seek help from the school if needed.
* Be respectful when making any complaints or concerns known to staff.
* Understand that teachers may not be available to communicate immediately.

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

Teachers expect children to complete all work set, just as they would in school. We will monitor the work that is shared with teachers (either through Teams or email) as well as their attendance in the live teaching sessions. We will also use the ‘feedback sessions’ to gauge the children’s engagement in set tasks.

If we are unsatisfied with a child’s engagement, we will first make contact with the family to discuss barriers. Hopefully these will be solved promptly. If a lack of engagement continues despite these measures, the Pastoral Lead or SENCO will discuss next steps with families.

### 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 deliver a live feedback session once a week on Teams. We will use

‘Whole Class Feedback’ strategies to provide this feedback. This will include

teachers and pupils sharing ‘what went well’ and ‘what we found tricky’. In order to

do this effectively, we will require work to be uploaded onto Teams or to be emailed

to class teachers so they can set appropriate next steps based on the work

returned. These sessions will be approximately 20-30 minutes.

## 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:

Children with ECHPs will be offered an in-school place. Families with children on the

SEN register will be contacted once weekly to discuss any barriers or next steps.

EYFS:

Children will access live phonics teaching in half class sizes. Guided play is also an important part of Early Years development, so the class teacher will share some specific suggestions or play activities. These will include indoor and outdoor activities.

## 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?

* Parents need to inform class teachers when their child is well enough to complete work.
* Teachers will email work home at the end of each day. This will match what other children are being taught in school.
* This work will include English, Maths, Phonics (KS1) or GPS (KS2) and an Afternoon Activity per day.
* Teachers will provide feedback to this work as it is returned via email or when the child returns to school.
* If printed packs are required, these will be delivered by a member of staff or a close family friend whose child is still attending school. This will not involve any face to face contact – packs will be left on doorsteps or similar to avoid contact.

**Appendix A: Code of Conduct for Live Sessions**

1. Camera on, microphone on mute to start.
2. No backgrounds.
3. Make sure you are in a suitable room in your house free of distractions (eg not a bedroom).
4. Make sure there is an adult in the same room as you to help you if you need it.
5. Make sure you have a pencil and paper in front of you.
6. Only unmute when asked by the teacher.
7. If you would like to ask a question, put your hand up (either using the reaction button, or using your real hand).
8. Be ready to listen and take part.

Hopefully, all of the children will participate and find these sessions useful, however, if a child is unable to follow these rules, they will be removed from the meeting.