

## **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?**

If and when a bubble or school closure is announced parents will receive information regarding remote learning. On the first day of self-isolation, pupils will be directed to the online activities on Education City, Espresso and Times Tables Rockstars. By day 2 pupils will be able to access Google Classroom - This will be used to communicate the timetable for home learning and all pupils have log in details to enable them to access the work set by their class teacher. Google Classroom will also host live lessons, where children can interact and correspond with their teacher prior to completing independent activities.

### **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?**

Remote Learning is of a high quality and aligns as closely as possible with the in-school provision. Class teachers will set work across all areas of the curriculum. This will include English, Maths, Spelling/Phonics, Guided Reading, R.E. weekly focus and Topic. However, we may need to make some adaptations in some subjects. For example: music, modern languages, PE, and provide appropriate differentiation for pupils who may require additional support to access whole class activities.

A timetable of live lessons and independent learning will be made available ASAP and will be available on the Google Classroom. The work set can be further supported by Oak Academy, BBC Teach, BBC Bitesize as well as other relevant educational websites and school based resource, as directed by class teachers. Some assessments may be adjusted slightly to make them more appropriate for distance learning.

## 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>As minimum of 3 hours per day to a maximum of 5 hours – this will be age appropriate.</p> <p>Pupils will follow a timetable of remote learning as directed by their class teacher. They are expected to engage in live lessons at different points throughout the day. In order to reflect the school day, the timetable will follow the timings of the school day - 8:45am- 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.</p> <p>Breaks and lunchtimes will be timetabled.</p> <p>On a Friday, live teaching will finish at 12.15 and pupils will be set independent activities to complete.</p> <p>Pupils are not expected to do schoolwork outside of normal school hours.</p> <p>Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.</p> <p>Pupils who are unwell are not expected to complete work until they are well enough to do so.</p> <p>The school will monitor any child that has not accessed the remote learning after two days.</p>
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## Accessing remote education

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

Children will access online remote learning through Google Classroom. We will also use the following online platforms to support remote learning:

- Education City
- Times Table (TT) Rockstars
- Pupils have been logging onto the classroom in school using their personal login details. Parents and Carers have been provided with a detailed step by step guide on how to use the classroom in order to support their child.

## **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:

- Where appropriate the school will loan devices to pupils to enable them to access remote learning, during a bubble or school closure – this will depend on capacity and eligibility – Pupil Premium/disadvantaged children will have priority.
- For those families who prefer printed work packs these will be available to collect from the school or be delivered. However, we will support families with data/Wifi and devices wherever possible.
- Parents are aware through regular correspondence that they can call the school to speak to a member of staff who will be happy to assist them with any difficulties in remote learning.

## **How will my child be taught remotely?**

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

All pupils will have access to high-quality education when working remotely.

During the period of remote learning your child will be able to access live lessons and follow-on activities via the Google Classroom. Pupils will be able to interact with their peers and their teachers and complete their work, either as a class or independently. When/if we are fully online, the lessons are created, designed and delivered to specifically cater for the online environment.

The school will use a range of teaching methods to cater for all different learning styles, this includes:

- live teaching (online lessons);
- recorded teaching (e.g. Oak 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;
- educational websites.

The nature and frequency of live lessons will vary depending on the curriculum area, age of pupils and what is being covered at the time. There will also be an opportunity to have a 1:1 discussion with the teacher, collaborate with other pupils in the class and ask questions. Pupil's should continue to reach out to their teacher in the usual way for support.

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

The Senior Leadership Team (SLT) will oversee and monitor the remote learning provision periodically by visiting Google Classrooms.

## **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 pupils engage in online remote learning each day. If a pupil does not engage on two consecutive days, the school will call parents/carers to offer support and advice in helping them access the activities. If pupils are ill or require other arrangement, parents should contact the school.

The school is aware of the pressures remote learning places on parents and carers balancing home learning and trying to work from home, so we ask parents and carers to support their child in setting up routines and completing what is suitably possible throughout the day. If parents have any concerns, they are encouraged to contact the class teacher.

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

Where a pupil has not engaged in online learning for two consecutive days, teachers will make contact with parents to establish whether there is a problem and to offer support. Class teachers will keep a record of all pupils' engagement and liaise this information with the Headteacher and Deputy Headteacher as appropriate. Where necessary details of the discussion will be logged on CPOMs. CTs will use their school email to record correspondence with parents.

### **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:

Depending upon the age of the pupils and expectations set out by their teacher, pupils' will be asked to complete Google docs or upload work to the Classroom for the teacher to provide feedback on a regular basis. Google documents will be marked and returned daily/weekly as necessary.

Where pupils' have completed work in exercise books, parents will be asked to photograph and submit these via the classroom to enable class teachers to provide feedback. Teachers will assess and feedback on work submitted through the Google Classroom or via Google Docs. Feedback and marking will be in line with the school's policy, as appropriate.

## **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:

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND. All provisions for remote learning will be subject to the class group's age, ability and/or any SEND. Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.

Teachers will set work according to the needs of the pupil. This will be in the form of differentiated work to enable all children to access the remote learning at their specific level. Teachers will monitor the academic progress of all pupils, including those with SEND and discuss additional support or provision with the SENCo as soon as possible.

Following discussion with the SLT and only in exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload. This would be regularly reviewed.

## **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 those individual pupils self-isolating, remote learning will take a similar format to that stated above. Provided that they are well, pupils should continue to follow their class timetable while working from home.

Wherever possible pupils will be able to access in school teaching via Google Classroom. Pupils will have access to their teacher via the classroom and can communicate with them on a regular basis. Class teachers will remain in contact with pupils and parents to evaluate and adapt processes as necessary.

Please refer to the following documents:

- Safeguarding Policy and COVID19 Safeguarding & Child Protection Addendum
- Code of conduct for Google Classroom Lessons and Remote Learning
- Remote Learning Policy