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 where national or 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?

Remote learning is set and ready to go in line with what is being taught in school. In the first day or two the teacher will upload to eSchools the relevant information in line with what the rest of the class are learning.

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?

The curriculum that is being provided for home learning will as far as possible match that what is being taught in school. There may be some adaptations, for example if it is a lesson where they need to work in a small group or team, such as in a PE lesson, then it may be adapted. Science lessons may be adapted if it is not reasonable for the child to carry out a scientific investigation at home.

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:

Key Stage 1	The minimum expectation is for 3 hours of learning. Each day there will be a maths lesson, and English lesson, phonics and reading and a lesson based around a foundation subject.
Key Stage 2	The minimum expectation for key stage two is for 4 hours of learning a day. This will consist of maths, reading, writing and at least one foundation subject, (eg geography, history)

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

The school uses eSchools. Each child has their own log in and has been taught how to access it. All work will be uploaded to eSchools, along with videos and a range of resources to support their learning.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- School is in a position where it can offer laptop loans to families without access to the provision. For more information please contact the school office.

- School has access to additional network time through several mobile phone providers. If this is an issue, please contact the school and we will see what we can do to help.

- If pupils cannot access the learning online, printed packs can be collected from the school on a weekly basis.

- All pupils have been given exercise books to complete their remote learning in. If they need to submit it to the teacher, they can do so by bringing it to the school at a mutually arranged time

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

Some examples of remote teaching approaches:

- live teaching (online lessons) – these will develop as time goes on. There will be a minimum of one live session a week for teachers and pupils to engage with one another.

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – teachers will use recorded video's to support the teaching. These may be by external providers, or the teachers themselves.

- printed paper packs produced by teachers (e.g. workbooks, worksheets) – resources will be uploaded onto Eschools, for those who are unable to access this, printed packs can be collected from school on a Monday for the week.

- for reading, children are signposted to resources online to read, eg Oxford Owl

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences are linked within the weekly learning plan, eg Studyzone.tv

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?

In this section, please set out briefly:

- *expectations for pupils' engagement with remote education* – children are expected to log onto eSchools on a daily basis and complete the learning that has been sent.

- *expectations of parental support, for example, setting routines to support your child's education* – we expect parents to support their children with this as appropriate for their child. We ask parents to contact the school if there are any significant difficulties regarding this.

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

In this section, please set out briefly:

- *how, and how often, you will check pupils' engagement with remote education* - school will check daily with children's engagement, along with what work is 'handed in'. This will be done by logging into E schools and seeing who is accessing the learning.

- *what action you take where engagement is a concern, including how you will inform parents and carers* – if we are concerned, we will telephone parents and carers to see how else we can support their child.

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:

In this section, please set out briefly:

- *the methods you will use to assess and feed back on pupils' work* – pupil's work will be marked and checked to see if the learning outcome has been achieved. Feedback, sent through eSchools, will guide the pupil as to how they can improve their work.

- *how often pupils will receive feedback on their work* – pupils will receive feedback and comments on the pieces of work they 'submit'. There will be weekly feedback – if it is observed that a child requires more feedback, then that will be provided.

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:

In this section, please set out briefly:

- *how you work with families to deliver remote education for pupils with SEND -* this may be done on a case-by-case basis depending on the need. Those who have a lower level of attainment may have differentiated work to complete.

- *how you work with families to deliver remote education for younger pupils, for example those in reception and year 1* - all work is set via the eSchools platform. For Reception, there are basic skills such as developing fine motor control. There may be other practical activities or play where we ask parents to upload a photo of their child doing something. In year 1, it is in line with what we ask of year 2.

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

For a child who is at home self isolating, their work will mirror that of their class-mates, whereas the children in school will have the teacher talking, for those at home it may include a pre recorded video from somewhere such as Oak National Academy that explains the same concept of what the teacher is aiming to teach in school. The focus will be on keeping these children in line with their peers in the core subjects of reading, writing and mathematics.