



**Remote Learning
Information
January 2021**

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?

Within 24 hours of any child needing to access learning from home, we will provide activities via Google Classrooms. These activities may not necessarily link directly to the planned curriculum for the first day.

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, in practical Science, Music, ICT, PE, Art, DT, PSHE. French lessons may be suspended.

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	3hrs per day on average.
Key Stage 2	4 hrs per day on average.

Accessing remote education

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

All activities will be detailed on Google Classrooms as 'Assignments' in 'Classwork'. We will also signpost additional, suitable activities and resources as and when they become available. We will also continue to set work based around our subscriptions (e.g. Mathletics, Spelling Shed, Times Tables Rock Stars)

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 loan out laptops to those families that need them. They will be ready to access home internet, bypassing our usual server login procedures. Please contact the office if you require a laptop to help your child.
- We have a limited number of WiFi data cards that can be used to help children at home access remote learning online. Please contact the office to request a data card.
- If you would prefer to receive paper-based resources, please contact the class teacher via the class email or phone school to make arrangements for collection and delivery. Class teachers will make arrangements to return marked work and feedback in written form to you in person.

How will my child be taught remotely?

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

- Live sessions, including register and story time, twice daily.
- Daily 'live support' drop-in sessions, offering 1:1 and small group support.
- Recorded teaching (Oak National Academy lessons, Jane Considine English live and recorded lessons, White Rose Maths videos, RWI Phonics live and recorded 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 (e.g. Mathletics, Times Tables Rock Stars, Spelling Shed)
- Optional, additional longer-term project work, designed to help those families with more than one child at the school.

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?

Our expectations are that children will complete activities set, as they would at school, while recognising the challenges that home learning presents. We will always listen to parental concerns and work with parents to resolve issues and offer support.

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

We take daily registers of pupil engagement with work set and live sessions. Where we have concerns around lack of engagement, we will, in the first instance, email parents, offering further support with remote learning after 3 days. After 5 days, teachers will phone parents, offering support to help engage children in home learning. We keep a log of engagement and actions taken. We will also seek support from our Education Welfare Officer (EWO) where appropriate.

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:

We will provide feedback in the following ways:

- Teacher comments during live sessions.
- Pre-teach and re-teach during daily support sessions.
- Written comments on worked 'turned in'.
- Continuing a written dialogue with pupils where appropriate via 'Assignments'.

Feedback will be provided daily by our staff and work will be marked in time for the next session in that sequence of lessons.

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:

For children with SEND needs, we will discuss how best to meet their needs with parents and carers. It may be appropriate to offer these children a place at school. Children with an EHCP will have a risk assessment, detailing how we are meeting their needs.

For our youngest children, we ensure that sessions and activities are shorter and set to the ability of our children. We will also set more practical activities for this age group, as we would in school.

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?

Currently, if your child has to self-isolate, they will be expected to join a live register session and complete the work assigned in their Google Classroom. If your child is ill, then they would not be expected to complete school work in any form, as per our usual practice.