

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?

When your child is sent home, we will ensure that on the first day, they will bring with them their reading and/ or RML book, appropriate stationary and an exercise book. The children will be given their login details for Google Classrooms and we will ask every child to check if they are able to log in. The school administration team will be on standby to resolve any technical issues immediately. On the second day of self-isolation, the children will be taught live lessons by their class teacher and teaching assistant. They will be taught the full curriculum for the day and pupils will be asked to complete and upload tasks which the teacher will then mark at the end of the day.

After the work has been marked, your child is expected to respond the feedback the teacher has given.

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?

Throughout the self-isolation period, your child will be taught the full curriculum by the class teacher and teaching assistant. Every morning, the teacher will take the register and pupils who are absent will be given a telephone call. Your child will follow the same timetable as we have in place in school and each lesson will be taught in full. Any work that the pupils are asked to complete during lessons will be uploaded on Google Classrooms and marked by teachers.

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	We offer a full day of live teaching and learning for our EYFS and KS1 pupils.
Key Stage 2	We offer a full day of live teaching and learning for our KS2 pupils.

Accessing remote education

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

For our remote learning offer, we use Google Classrooms. All children will be given personal log in details which will also be shared with parents and carers. In school, pupils have been trained on how to log into the classroom, how to join in with a lesson, how to use the camera and how to upload their work. Technical teams are on standby every day to support pupils who might struggle to log in or access the classroom.

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 have sent out a questionnaire for our parents and carers to indicate whether they have access to a laptop and internet. Those families who have indicated that they do not have a laptop will be given a school laptop for the duration of the self-isolation period. Those families who do not have internet access will be provided with a dongle so their child can connect. Those parents and carers who prefer to work on paper with their child will be given paper packs. Completed packs can be dropped off by the school gate and then new packs will be given.

How will my child be taught remotely?

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

Every pupil will be encouraged to join in with our live lessons and all our morning and afternoon sessions will be taught live for every year group. Those families who prefer to join in with the live sessions in the mornings only will be given paper packs so their child can still access the plans the children are taught and complete the corresponding tasks. We have designed highly ambitious science projects for every year group which children are encouraged to complete independently one afternoon a week. We ask pupils to upload their projects so that teachers can give feedback and celebrate achievements on the following day. Every child will have their reading book so that they can follow the reading comprehension and literacy lessons which are based on these books.

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 expect all children to engage with the remote learning offer every day. Where we notice absence, we will follow our normal late and absence routines. We recognise that balancing supporting children at home and work-related duties can be challenging to balance for parents and/ or carers. That is why we have made technical teams available to help with issues. We will also have a member of our Senior Leadership on standby to help with any teaching related questions. The children have been taught how to access the online lessons, how to complete tasks and how to upload them so there should be minimal support needed from parents and carers at home.

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

Teachers regularly meet with members of the Senior Leadership team to discuss engagement and attendance. Where the teacher reports issues around engagement, they will contact the parent in the first instance. Where the issue remains, a Senior Leader will make contact to discuss how we can further support the child in ensuring they are engaged throughout.

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:

During the lessons, teachers will give regular feedback to the class and individual pupils. The work that children upload onto Google Classrooms at the end of the day will be assessed by teachers and then shared with pupils again. This feedback will happen daily. Teachers will also use Google Forms to assess children's understanding and all children are given a whiteboard and a whiteboard pen which can be used during live teaching as a way to assess understanding of the class.

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 recognise that some pupils, for example 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:

Differentiated tasks related to same learning objective

Additional resources for explanation, e.g. Bitesize, Oak Academy, You Tube videos

Scaffolding tasks

Key / new vocabulary highlighted with additional explanations

Activities related to current interventions, e.g. phonics, Speech and Language

Adapted activities for SEND – include visual supports, shorter text amounts, simplified instructions and scaffolding tasks

Equipment for specific needs – e.g. Velcro, symbols, instructions for visual timetable, writing implement/ large print ruler for visually impaired child, supply of modified paper for visually impaired child (dark lines, increased spacing)

Children who have an EHC plan in place will have support from their Teaching Assistant. Staff members will make weekly contact with families to review how the child is engaging with the remote learning offer and consider what other ways we can provide support if necessary. Importantly, we expect all children who are on the SEND register to join in with all the learning that takes place remotely.

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?

Where individuals need to self-isolate whilst the majority of their class remains in school, we will make sure the pupil has access to their reading book, a print-out of lesson plans, paper pack resources and stationary. The pupil can still follow the lessons that are taught in class by engaging with the print out lessons. Teachers will make regular contact with the family to check how the child is doing and if there is anything we can do to further support.