



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?

On the day pupils are sent home they will take home reading books, log in details for Google Classroom [Y1-Y6] or Tapestry [EYFS] where there are tasks already loaded, spellings, log-in details for other programmes they use in school.

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.
The only difference will be in the delivery of the teaching as this may be written, online videos, teacher recordings or Zoom lessons. PE lessons will be different if learning remotely.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The Department for Education (DfE) has stated that schools must provide a minimum:

Key Stage 1	<ul style="list-style-type: none">• Three hours of home learning a day for children in KS1 (less for the youngest children)
Key Stage 2	<ul style="list-style-type: none">• Four hours a day for children in KS2.

Accessing remote education

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

EYFS will access all learning through Tapestry.

Y1 – Y6 will access learning through Google Classrooms.

We will also use Zoom for live check-ins and some teaching.

English	Maths
Accelerated reader [Y2 – Y6]	White Rose Hub for Maths
Oxford Owl [EYFS and KS1]	Mathletics
Phonics Play and Mr. Mc [phonics]	BBC Bitesize
BBC Bitesize	
NESSY [Spelling catch up]	

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

We recognise that online access may not be suitable or possible for all pupils at home. We take the following approaches to support those pupils to access remote education:

- What do I do if I don't have a device to get online for my child?

Once we have devices available we will contact families to organise collection or delivery and to share the loan agreement with them. If we do not contact and you need a device please get in touch so we can put you on our list and provide support.

- How can I get help enabling internet connection?

If you require additional data to be able to access the internet please contact the school with your details and we will organise this where devices are compatible with the government's providers. [Please check emails for letter send regarding this.]

- My child cannot access learning online, what can I do?

We will provide children with Home Learning Booklets and Packs so they can still access their learning at home. These are produced weekly for collection from the school office.

- How does my child get feedback on a learning pack?

When you come to collect the next booklet please drop the completed one in the drop box provided. Teachers will check over these and give feedback via email or call.

How will my child be taught remotely?

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

Some of the teaching approaches we will use will include:

- live check-ins daily via Zoom with tasks and activities explained
- live check-up Zoom meetings to share work and ask questions
- live teaching (online lessons)
- recorded teaching (e.g. Bitesize, video/audio recordings made by teachers)
- activities set on Tapestry [EYFS] or on Google Classroom [Y1 – Y6]
- links to relevant websites for all areas of the curriculum
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home, books will be changed weekly for EYFS and KS1 children who have returned previous books by Friday at 12pm and there is a 'library' trolley outside the front office for daily book changing for KS2
- long-term project work and/or internet research activities [these will be in place for self-isolating pupils when school is open or for pupils for whom this is a more reflective approach to their normal school provision]

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 hope that all children will join a class Zoom daily, where this is not possible we would like to see them all in one a week. If they are unable to do this we will make contact with parents via email or phonecall.

All completed work should be submitted through Tapestry, Google Classroom or email to teachers. Where this is done to meet deadlines it will receive feedback. If it is after deadlines teacher will do their best to give some feedback.

We understand that home learning is difficult to manage, particularly where there are a number of children all accessing different work or where parents/carers are still working. However, we do expect all children to be reading daily as well as daily practice of their phonics/spellings and their number bonds or tables.

Set aside a time and quiet space every day for learning. Give regular breaks during learning time and lots of praise.

Be realistic and achieve what you can.

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

On-line work will be checked daily. Paper copies will be checked weekly once returned in the school drop box.

If we do not see any work from pupils, or they are not on Zoom, we will make welfare calls or emails parents/carers to check the children are able to access their work, to answer any questions and to offer support. If need be we will make house calls to check all is well.

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:

Comments will be made to pupils on Zoom calls, on Tapestry or Google classroom or Headteacher awards will be sent.

Some classes will complete quizzes on line to check understanding and for tracking progress.

Children will be able to self-mark some work and feedback their results to teachers e.g. White Rose maths or Mathletics. These will then be checked online.

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 will be in touch with families individually to ensure that pupils can access their work and it is set at the right level. Where pupils have an EHCP and are not attending school we will organise weekly meetings with their support staff.

We will adapt learning, where necessary, to meet the diagnosed needs of the pupil and parents/carers are encouraged to contact school if there are any difficulties accessing the work set for their SEN children.

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?

There are tasks already set up on Tapestry and Google Classroom for children who are self-isolating when the majority of their class are in school. These are tasks set for reading, writing and maths which are set for skills improvement.

By day 3 of self-isolation further work will be set that links to the curriculum being taught in school but these will be activities that can be completed independent of class teaching. Links to websites and activities on Oak Academy will be sent to support this learning.