



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?

Children are already set up on class teams on Microsoft Teams, and parents and children are used to using Teams. This has been achieved through using Teams for parents evening, previous bubble closures, and homework. Teachers have email communication set up with parents, so are able to email the parents in their class at short notice.

Teachers will set work on Teams and email the parents in their class to notify them of the arrangements on the first day of remote education. Live lessons can take place from the second day of pupils being sent home.

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:

- We will teach new content, but this may be taught at a slower pace to the pace that we would teach it in school;
- In Science, we will adapt the practical enquiry-based activities to those that can be completed at home;
- In PE, the units of work planned may not be suitable for home learning, due to the equipment required, so these may be swapped for other activities;
- In art, units may need to be adapted to suit the resources that children can access at home;
- In music, lessons will need to be adapted to suit remote education.

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:

EYFS (Nursery & Reception)	2 hours
Key Stage One (Years 1 & 2)	3 hours
Lower Key Stage Two (Years 3 & 4)	4 hours
Upper Key Stage Two (Years 5 & 6)	4 hours

Accessing remote education

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

We use Microsoft Teams to deliver remote education. All children are members of a class on Teams, from where they can join live lessons and submit assignments. Microsoft Teams can be accessed via a smart phone, tablet or laptop.

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 a limited number of devices that we can lend to pupils who are struggling to access remote education. You can contact the school office to find out more information about borrowing a device.
- School may be able to support families in accessing extra mobile data if they don't have access to a fixed broadband connection or cannot afford the additional data needed to access the remote learning. Please contact the school office for further information.
- Pupils can attend school if parents do not possess enough devices to support them with home learning during a whole school closure.
- If pupils have no online access, work can be collated and handed in.

How will my child be taught remotely?

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

- live teaching (online lessons);
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- for science, pupils may be assigned a lesson on the Developing Experts website;
- links may be made to YouTube or BBC Bitesize videos.

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 parents to ensure pupils attend at least one live lesson a day. Where pupils cannot attend a live lesson (due to having to share devices, for example), parents should encourage them to watch the recording of the lesson.
- Parents should monitor their child's engagement with the assignments that their teacher has set. We understand that it may not be possible for pupils to complete all of their assignments. Where this is the case, parents should prioritise the core subjects of English, Maths and Science.
- Younger children will need more support with their assignments than older pupils.

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

- Teachers will monitor engagement with assignments and attendance in live lessons.
- Teachers will contact parents (via email in the first instance) if there is a concern about the engagement from a pupil.
- Teachers will notify the Senior Leadership Team if children have not engaged with remote education for two or more days.
- School will make contact with parents to see if any support can be given.

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:

- Microsoft Teams allows teachers to provide feedback to pupils by making comments on their assignment.
- Quizzes that have been set can be marked automatically.
- Teachers can make more detailed notes on older pupil's work, where it is in the form of Word documents and OneNote pages, if 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:

- If pupils with SEND are experiencing difficulties in accessing remote education, they may be able to attend school;
- Teachers will support pupils with SEND by suggesting how activities can be adapted to meet their needs;
- Parents can speak to their child's class teacher, or the SENCO, if they are experiencing difficulties or have concerns.

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 school has been notified that a pupil is self-isolating, teachers will set assignments for them on Microsoft Teams within the first two days.
- These assignments will be as close as possible to the lessons that are being taught in school, and may include links to videos, websites and pre-recorded videos.
- Teachers will feed back to pupils who are self-isolating using Teams. As teachers will also be teaching their classes in school, there will be a delay between pupils submitting their work and receiving feedback.