

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?

Teachers will put appropriate tasks up on Google Classroom which may be adapted from face to face 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?

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. Planning will be well-sequenced and contain a progression of skills, based on NC and other educational schemes.

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	EYFS: 2 hours Y1/2: 3 hours a day
Key Stage 2	4 hours a day

Accessing remote education

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

Teachers will use Tapestry/Google Classroom and liaise via Teams. A weekly timetable will be discussed during Monday Teams meeting and the week's lessons will be posted by the previous Sunday evening. There will be an allocated time for the children in the class to speak to their teacher via Teams to discuss the previous week's learning and the new learning:

Timings

Oak: 9:00-10:00am with separate Y5 and Y6 meetings

Elm: 10:00-11:00 with separate Y3 and Y4 meetings

Beech: 11:00-12:00 with separate Y1 and Y2 meetings

Acorn: 1:00-2:00 with YR meetings

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:

- **For Pupil Premium children** and those families experiencing hardship due to the Covid pandemic, school can provide a laptop or ipad. Please contact the school on 01935 872706 if you require this support
- **If you have an issue with internet connection**, school may be able to issue or lend devices that enable this (for example, routers or dongles)
- School is able to print off any sheets required, however teachers have planned so this will be minimal, if at all. Finished work can be handed into school when the next week's pack is collected.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Teachers may use either live lessons or teacher-made videos personalised for their class and year group or a combination of the two: For example, in Beech Class (Year 1 and 2) there will be 3 of these videos for maths, on average, per year group each week (so 6 for the class) and at least 2 for phonics, handwriting and spelling lessons. There will also be videos for English lessons where needed, for example to model writing. Acorn will also have a Science lesson video created by the teacher. Oak Class will have recorded lessons for maths.
- 2 Live Teams meetings per week per class for teachers and children to discuss the week's learning.
- Acorn and Elm are carrying out live maths lessons for both year groups in their class. Year 1 Acorn children also have a live spelling test.
- Online video lessons e.g. Oak National Academy/White Rose)
- Pupils have their Maths No Problem workbooks at home and KS1 pupils also have school reading books. A reading comprehension exercise will be set in KS2 and the teaching of reading is also incorporated within English lessons throughout the school.
- Commercially available websites may be used, supporting the teaching of specific subjects or areas, including video clips or sequences
- The school subscribes to Cornerstones Maestro to structure and resource the Foundation Curriculum and these resources are made available for pupils to use via Google Classroom/Google Drive or Tapestry. The school also subscribes to Espresso and pupils can access videos and resources directly from there for both core and foundation subjects.

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 of Pupils (younger pupils to be assisted by Parents/Carers)

- Complete all work set for them and submit work by 3.30 on Thursdays if possible or as soon as they are able.
- Check Tapestry/Google Classroom regularly and read and respond to communication from the teacher.

Expectations of Parents / Carers

- Ask school for support with help with accessing Tapestry/Google Classroom and turning in work
- Inform school if a paper copy of work is needed to be collected from school on Monday.
- Check Tapestry/Google Classroom for the day's work.
- Ensure that their children have accessed the learning via Tapestry/Google Classroom and are completing work so that it can be submitted on time.
- Ensure that their children have accessed the Teams meeting with the class teacher.
- Ensure that they are present throughout the Teams meeting with their children.
- Support any younger children or those with SEND needs with their learning, as appropriate
- Check and read emails from school regularly and respond to communication from the school if necessary.
- Ensure that their device/school iPad is looked after at home, charged and any IT problems are brought promptly to the attention of the school office.

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

Teachers will:

Check whether work has been submitted and comment on this work through:

- Google Classroom/Tapestry or email.
- Respond to comments sent via Google Classroom/Tapestry or via email.
- Record the attendance of children at Teams meetings.
- If teachers have concerns, e.g. if work is not submitted or both Teams meetings are missed

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:

- Pupils will receive feedback depending on the type of work, for example, formative assessment of writing by providing success criteria on the task and then evaluating against them.
- Providing answers for Maths No Problem and other maths tasks so that parents (and children where appropriate) can mark work and try to make their own corrections, letting their teachers know how they managed with the task.
- Parents/children (age appropriate) to feedback on areas of difficulty across the curriculum so that the teacher can adjust future work accordingly.
- Images of completed writing tasks to be submitted for assessment (formative and summative depending on the stage of the writing process) and feedback, with hard copies kept to be brought back into school later.
- Work uploaded to Google Classroom/Google Drive will be given feedback.
- Summative assessment Maths tests and spelling tests will be set

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:

- Child's well-being is of the utmost importance so teachers will adapt expectations accordingly to support parents with home learning
- We will make frequent contact with parents of children who have SEND
- Teachers may suggest additional resources to help parents to support their child, e.g. a website providing a coloured overlay on the screen.
- Through differentiation of tasks set; adaptation of timetable, e.g. to allow more practical activities and taking into account a child's personal interests. If necessary, a reduction in timetable, to focus on core subjects.

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?

Individual Remote Learning

If a child is awaiting a PCR Test Result, parents are asked to access learning such as:

Reading their reading books – write a review

Practising their weekly spellings and put them into sentences

Times Table Rockstars and Numbots

KS1 Teach a monster to read

KS2 BBC Bitesize

KS1 and 2 Oak Academy

Y6 CGP Revision Books

Where school remains open but an individual student is unable to attend lessons as normal, but is otherwise well and able to work eg has a **positive PCR Test** and is asymptomatic or has to self isolate, class teachers will prioritise Maths and English and upload lessons to Tapestry/Google Classroom in a modified way, bearing in mind they will be full-time teaching for those in school. The learning will mirror (where possible) the teaching and learning activities happening that week. Class teachers need to know as soon as possible whether pupils are ill and unable to access learning or just self-isolating. They will make contact if pupils are not engaging with work set.

Ipads will be available for children without devices at home. Paper packs will be provided for pupils without wifi on a weekly basis until the student is able to return to school.