

## Remote education provision: information for parents

This information is intended to provide clarity to parents or carers about what to expect from remote education where a pupil cannot attend school or has to self-isolate.

### 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?

Staff will make arrangements for packs of work books and reading materials. In many cases, pupils already have these at home. Pupils and parents will be directed to the school website and virtual platforms where curriculum tasks are available.

### 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?

Wherever possible, a broadly similar curriculum is taught in school as is taught remotely. However, we have needed to make some adaptations in some subjects. For example, where materials or resources may not be available at home. There may be alterations to timetables and subjects to ease access.

### 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	Up to 3 hours
Key Stage 2	3-4 hours

### Accessing remote education

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

School website  
Google classrooms KS2  
Tapestry EY and KS1

#### 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:

Where possible, we will endeavour to provide a device for pupils at home if they do not have one. However, there are no guarantees

Parents who do borrow devices will need to sign the loan agreement

Printed materials, where needed, can be accessed by contacting the school office. Work can be submitted on paper if needed.

## **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:

- Provision of daily tasks on Google Classrooms or Tapestry
- Some face to face sessions where possible
- Pre-recorded teaching (e.g. Oak National Academy 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, including video clips or sequences

## **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?**

The school expects pupils to engage with remote education

The school expects that parents will endeavour to support their child's learning wherever possible. Staff recognise the different circumstances and the need to juggle work and family commitments.

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

Pupils' engagement with remote education is assessed by staff. This may be daily or weekly, depending on the subject

Where engagement is a concern, parents and carers will be contacted to offer support

## **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:

Feedback to pupils may be daily or weekly, depending on the subject and the timetable. Wherever possible, staff will feedback as quickly as possible to encourage and motivate pupils and reward their efforts.

Feedback can include verbal and written comments.

## **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:

SEND pupils may have tasks that are adapted and more flexible, depending on the child's needs. Where possible, there may be some face to face contact with teachers. With younger pupils, there is a focus on basic skills and access to phonics and early maths.

## **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?**

Teachers providing for children in school as well as providing remote learning may not be able to give regular feedback, nor provide face to face teaching. Tasks provided may be adapted for remote learning and differ from class tasks. It will not be possible for teachers to mark work on paper or in workbooks when the pupils returns to school but general feedback will be provided.