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?

Teachers will contact parents through the year group appropriate platform (Google Classrooms, Class Dojo or Tapestry) to give explain their processes for delivering remote education. Resources will be placed on Google Classroom or Tapestry. Any parent not being able to access resources through these platforms should contact the school office.

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, where for example resources could be problematic to locate at home.

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	Around 2 hours per day on average
KS1	Around 3 hours per day on average, slightly less for Year 1.
KS2	Around 4 hours per day on average.

The time work takes to complete could vary from household to household and child to child. If you find the level of work too overwhelming please contact your class teacher.

Accessing remote education

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

Google Classroom for Y1-6. Tapestry for EYFS.

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 are able to, in certain circumstances, lend IT equipment for use at home. This will be dependent on demand (including in school where relevant), length of time it is needed for, and availability of devices.

Loaned equipment will be lent subject to signing our loan agreement form.

Where we are unable to support families with this, we will provide paper copies for collection at school. Work can be returned to school for marking. This will be arranged between the family and class teacher to a mutually agreeable timing.

In exceptional cases we can deliver paper copies as a last resort.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Not all approaches are used all of the time across all year groups:

- Structured activities set via the learning platform

- live teaching (online lessons)

- 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

- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 aim for all children to engage with all of the core learning set by the teacher as they would do at school. Some activities may be set as extension activities. These will not need to be completed by any child but are there to extend the learning of those who are able to be extended.

Parents can support this by:

- Providing access to appropriate technology where possible
- Providing quiet spaces for children to learn
- Supporting children with lessons where needed, including uploading work
- Ensuring children have a daily routine (younger children may benefit for dressing for school in some cases to reinforce this)
- Contacting and working with school to overcome barriers to access.

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 engagement daily. Where there is a sustained lack of engagement they contact the family at least weekly to support and overcome barriers to access. Other school staff, including senior leaders, will also contact families where needed. Families of children with social workers will have very regular contact and encouragement for children to attend school.

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:

Teachers will aim to give feedback for work as they would do in class. Where it is not practically possible to do that due to volume of work or time constraints they will prioritise core learning and use other methods such as self assessment to support this. Teachers will set things such as tests where appropriate and relevant.

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 on a case by case basis, including offering them places at school as 'otherwise vulnerable' 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?

We will aim to replicate as far as possible the work in class. It is likely, however, that work may involve more paper-based packs as resources for in-class would not necessarily be transferable to learning platforms. Where they are we will post them as in school. Likewise, input from teachers may be slightly different as a result.