

Remote education provision: Information for parents



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?

Work on website was prepared & 'ready to go' is bubble sent home.

By the end of Day 1 on Lockdown announcement (January 2021), we had a plan of collection timetable arrangement for Workpacks for each of the 4 classes. We also had set up class Facebook and Class email facilities for parents to be able to communicate with their class teacher.

We also emailed out, via these platforms, work for the forthcoming week.

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 similar curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.
 - English and Maths focus
 - Reading, Grammar, Spellings, Writing
 - Mental Maths, Maths problem solving & focus aspects:
 - Time, shape, geometry, money, angles, data etc
 - Some number work
 - Topic, MFL & PE additional tasks.

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 | 3 hours |
| Key Stage 2 | 4 hours |

Accessing remote education

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

Information uploaded to website, Class emails

Facebook, Texting to parents, phone calls to support further

Doorstep drop-offs for some pupils / Collection of work packs if appropriate

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 given out several devices for those children who require them.

Weekly phone calls to support – and carry out welfare checks.

Packs have been created and prepared for collection / delivery. These are being made on a weekly basis for those who require.

We have reduced the requirements to print off work – in our Year 1/2 class (as example), printing off work is not required.

How will my child be taught remotely?

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

Our remote teaching approaches:

- Recorded teaching - Oak National Academy lessons
- Printed paper packs produced by teachers (workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Twice weekly zoom calls to support online learning
- For Year 5/6 – weekly optional zoom ‘surgery’ set up for children to access support if any learning issues.
- Long-term 6-week project work / Whole school project on UK – for siblings to work together (Due to parental feedback from last Lockdown)

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:
 - Pupils to engage as best they can with remote education, including joining in the Zoom calls and accessing the Home Learning.
 - Email class pages if any issues to help support further, and weekly calls are being made to check-in on welfare / support for families.
 - Parents to make phone calls, or email class teacher if there are any issues which can be helped.

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

- We are:
 - Calling home every week / every other week.
 - Zooms once or twice a week – expecting children to join...and we follow up with phone calls / emails if no response.
 - For vulnerable families, home visits being made in many cases, or increased number of phone calls.
 - Offering place for those vulnerable children who are not accessing work where it is possible to arrange – depending on numbers & staff.

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:

- Parents upload their child's work to Facebook / class email to receive feedback from teachers.
- Pupils will receive feedback on their work whenever uploaded.
- Zooms – show and tell and sharing work – positive and immediate feedback and highlights work for all to see and share.

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:

- Those SEND receive weekly calls, and/or doorstep visits.
- SENCo makes fortnightly / 3 week calls – welfare check on pupils / families.
- For SEND pupils in Reception / Year 1 – speak to parents to offer support. Work is differentiated appropriately – packs can be sent home when required.

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?

If Self-Isolating, but healthy and well, there is no difference to Home Learning.

However, we are appropriately sympathetic if unwell – and there is no expectation to complete Home Learning, apart from reading.