

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?

In most instances, access to learning online can begin straight away. Seesaw, our online learning platform, is used for homework throughout the school year and children have access to this remotely. Parents and carers are encouraged to contact the school if they have any difficulties in accessing Seesaw. Learning tasks will be uploaded during the first morning of school or bubble closures.

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.
- Our plans for each term are available on the school website by accessing **Classes and Learning/Key Stage/Overview of Learning**. However, adaptations are made in some subjects. For example, PE themes may be re-sequenced so that activities can be completed at home, and science and computing content may be adjusted so that all pupils can access activities with limited equipment at home.
- Future plans are adapted to take account of these changes.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Whilst remote learning will be accessed online for the majority of children, we aim for a balance of screen-time and practical activities so that pupils are able to access tasks in different ways.

Foundation Stage	<ul style="list-style-type: none">• Each day, a Zoom call provides a point of contact and circle time, direct teaching in phonics/reading and maths.• Daily reading is encouraged and books can be changed weekly• An additional teaching video, featuring a key area of learning, is provided each day on Seesaw. Learning grids provide a variety of practical, play-based activities that encourage conversation and investigation.• Staff and parents interact daily using Seesaw in response to tasks completed.• Our expectation is that a minimum of 2 hours of focused time should be dedicated to these activities.
Key Stage 1	<ul style="list-style-type: none">• Government guidance states that a minimum of 3 hours of education must be provided daily (Monday – Friday). Our school provision adheres to these guidelines. This time includes daily Zoom teaching time in English and maths, time for follow-up tasks and at least one other curriculum session on Seesaw each day. We also encourage children to read each day.• Books can be swapped weekly at scheduled times, using our pop-up library in the school entrance.
Key Stage 2	<ul style="list-style-type: none">• Government guidance states that a minimum of 4 hours of education must be provided daily (Monday – Friday). Our school provision adheres to these guidelines. This time includes daily Zoom teaching time in English and maths, time for follow-up tasks and at least one other curriculum lesson on Seesaw each day. We also encourage children to read each day.• Books can be swapped weekly at scheduled times, using our pop-up library in the school entrance.

Accessing remote education

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

All daily learning is provided using Seesaw, an online learning platform. Lessons are delivered using teaching videos and presentation slides. Tasks can either be completed online or in exercise books, and pictures of work shared for marking and feedback from teachers.

If my child does not have digital or online access at home, how will you support them to access remote education?

All pupils in school are provided with a home learning exercise book in which to complete tasks. In cases where families do not have access to either the internet or a device such as a tablet or a laptop via which to access their work, paper copies will be provided. These can either be collected from the school office or posted when in-person collection is not possible.

- the school has a number of laptops that can be provided for families who do not have devices at home to use for remote learning (e.g. smartphone, laptop, tablet or PC). Parents are asked to complete a survey in the first instance so that these can be allocated according to need. Allocation will be prioritised as follows:
 - no devices in the household
 - access only through a parent's smartphone
 - two or more children sharing a tablet
 - child sharing an adult's work device
- where parents and carers indicate that their home data allowance limits children's online access, the school can apply for additional access during school closures. Parents are encouraged to contact the school if they have any questions.
- children who require printed materials can collect them from the school office at designated times. They can also drop off completed work in the same way.

How will my child be taught remotely?

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

- live daily teaching of English and maths and a class circle time via Zoom
- recorded teaching, produced by school staff, accessed via Seesaw
- daily tasks as a follow-up to taught sessions, accessed via Seesaw
- use of video links within lessons, taken from approved educational websites, such as Oak National Academy and BBC Bitesize.
- printed paper packs, produced by school staff, for children with specific additional needs or families who are not able to access online learning for any reason.

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?

- children are strongly encouraged to access the daily Zoom calls to access daily English and maths teaching.
- additional teaching input is provided using video sessions on Seesaw. Videos are used so that children can access them at any point and revisit them when needed.
- parents are encouraged to read daily with their children.
- parents are encouraged to provide children with a suitable space in which to complete their daily learning.

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

- a daily register is taken during daily Zoom sessions
- each pupil has an individual online journal on Seesaw. This provides an overview of all work completed
- on a weekly basis, school staff contact families directly in the event of repeated absence from daily lessons, work not completed or a lack of engagement in online learning activities. This contact may be in the form of:
 - a message to the parent using Seesaw
 - a phone call
 - an email
- in this instance, the school will work with the family to understand the reason for any absence, resolve any difficulties encountered and find a positive way forward together.

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:

- a 'like' on Seesaw to show that a piece of work has been seen
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- use of the 'draft' or 'send back' feature on Seesaw to encourage checking or editing of work.

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 pupils. Support will differ from child to child and will be informed by individual needs. It may include:

- provision of printed materials, practical resources or specialist equipment, as appropriate
- additional online meetings with school staff via Zoom
- weekly phone calls and support for parents and carers
- use of additional home learning resources provided on the school website.

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?

- a member of the senior leadership team or teaching staff will adapt work being taught in class for delivery via Seesaw. When this is not possible, a pack of printed work will be produced and arrangements made with families for collection.

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