

## **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?**

There will be a 1<sup>st</sup> day of homework page for each class on on google classroom for your child with for example, links to Oak Academy and BBC Bitesize and other activities which will be relevant for initial learning if your child cannot attend school. Phonics, reading, number bonds and times tables can always be practised. Reading for pleasure is also an important activity to encourage.

### **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. For example, there may be activities away from the computer that your child can focus on at home. There may also be links to websites, spellings and other activities.

## **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:

Primary school-aged pupils	(Number of hours 3 /4 hours work provided – but we appreciate that parents may have many demands on their time. Little and often is best.
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## Accessing remote education

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

If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.

### 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- If you do not have access to internet enabled devices, please contact the school via the school email; we have a limited number of devices that we can arrange to loan to parents who have no access.
- If you are in one of our rural areas where the internet provision is poor, we can supply hard copies of work. Please contact the school.
- In the event of a bubble closure, and if you cannot contact us by google classroom or email we can arrange a telephone conversation about work with your teacher.

### How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- 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 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?**

In this section, please set out briefly:

- We would like you to encourage your children to participate daily in some work and at a minimum to read and to practise time tables. If they can access google classroom and complete whatever activities they are able, we will be very pleased with their efforts.
- We appreciate that you may have several children at home, that you may be working and have other demands on your time. Little and often access to school work will support your child. If you have any concerns, please contact your class teacher.

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

In this section, please set out briefly:

- We will engage with children via google classroom, email and via telephone if necessary.
- If we do not hear from your child regularly, we will contact you out of courtesy to check that all is well.
- *If you receive a message from us, please respond as we worry about you and your children if we do not hear from you.*

## **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:

- Children will receive feedback via google classroom and possibly via email and telephone calls. Remember you can always contact us if your child needs any extra support. Staff will respond on a regular basis and usually within 24 hours or less if you have a specific request.

## **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:

- There will be extra calls and contact for any child that needs extra support. Work can be differentiated and will link to targets in support plans. We will work with you to support your child flexibly and in whatever way is best for their needs.

## **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 follow the principles that are listed above although please bare in mind that your teacher will have to prepare and teach work for the whole class and will be restricted by timetable obligations and therefore may need to respond to your queries after the normal school day has ended.