



*Achieving Excellence Together in a Caring Community*

# Remote Education Provision

## Information for Parents

### **Switching to Remote Teaching**

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. We will always endeavour to have full remote teaching in place as soon as possible after it becomes necessary.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- As soon as a year group is required to self-isolate, parents and children will be informed. If the children are in school, they will leave with their school exercise books to use for their continued learning. If the children are at home when we are instructed to isolate, parents and carers will have opportunities to safely visit the school site to collect any resources required, including books and any technology etc.
- Once children have been instructed to self-isolate, we endeavour to ensure that remote learning will be available for the first full school day, within 24 hours of being sent home. This remote learning will contain a mixture of live and recorded lessons and will continue to follow the school curriculum and the normal school day as much as possible.

### **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, adaptations may be needed in some subjects. For example, topics which require practical work where children will not have the necessary resources at home (eg. Music, D.T) will be modified or swapped with alternative topics, still from within the year group curriculum.

## **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 and Key Stage 1: 3 hours per day

KS2: 4 hours per day

When providing remote learning in the event of a complete closure, teachers must be available to work with pupils between 9am-3pm (Friday this will be 9am-12pm due to school closure for PPA and weekly deep cleaning). For children who are isolating whilst the majority of children are in school / school is open, teachers will be available to answer questions or give feedback after school

## **Accessing remote education**

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

Most children access their learning using Google Classroom and online lessons using Google Meet. EYFS use Zoom. Provision will include both 'live' and prerecorded lesson inputs with teachers remaining online during children's independent learning tasks in order to support the children.

### **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. You are able to borrow a Chromebook from school, including a charger, after completing a request form and signing a loan agreement. You will be able to collect this from the school office. For families with Internet access issues, we can advise on different options including accessing additional mobile data free of charge or providing other boosters. Children can also access printed materials if they have no other option. Children without online access will receive regular contact from their teachers by telephone or email if that is possible to ensure that teachers can monitor their work and provide feedback.

### **How will my child be taught remotely?**

- All learning activities for Years 1-6 is uploaded via Google Classroom, where children can also submit tasks back to their teachers. Early Years tasks will be sent by email via Classlist and parents will return tasks to teachers via email and using Google Classroom.
- One lesson per day will be taught live, with others being prerecorded, either created by teachers or using commercial schemes such as Oak Academy, White Rose Maths etc.
- An input and daily tasks for English, Maths and one foundation subject daily will be taught, as well as a 20 minute story time and daily assembly.
- Where individual classes are isolating, eg. within a year group, live content may change where appropriate for those pupils.

- Learning is planned in line with the curriculum objectives for each year group, with adaptations made for individual children in the same way as it would be in the classroom
- For individuals where learning from home when school remains open to most pupils, learning tasks are uploaded to Google Classroom weekly before the start of school on Monday. In the event of school being closed to most children, activities will be uploaded or scheduled for release by the start of each school day.

## **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 children to be logged on to the Google Meet / Zoom session with their class teacher at 9am for registration.

Children should be present during live lessons, actively engaging in the content of the lesson (this could be taking notes, working out sums, brainstorming ideas, writing sentences). In EYFS sessions we would encourage an adult to be present with their child to support them with the learning. Where appropriate, children may be asked to unmute themselves to offer contributions to the class. There will normally be an independent task that the children will need to complete following the learning input and submit to the teacher.

In EYFS the children will have daily challenges to complete. These will include a variety of tasks that cover all areas of the EYFS Curriculum. These will also be submitted on Google Classroom. This could also involve live assessment on Google Meet where children can assess their own once answers are presented. EYFS Teachers will provide feedback for the work submitted on Google Classroom and this may include feedback to help parents/carers to help the children to progress further.

Children should also access the pre-recorded lessons and complete the work in the time slots allocated on the timetable. However, there can be some flexibility in this if, for example, children in one household are sharing devices. Parents should contact the class teacher if work is going to be completed later that afternoon/evening or the next day. Children/teachers should contact the teacher via email, Google Classroom or Google Meet if the child is having technical difficulties or cannot access the videos or learning tasks.

We expect parents to provide a safe, quiet place for children to learn preferably at a table or desk. We expect children to have access to an exercise book (this can be provided by the school) and pens or pencils to complete their work. Parents should be familiar with the daily timetable for their child/children and support their children to access their live lessons on Zoom or Google Meet at the correct time. We expect parents to help ensure children have adequate breaks away from the screen throughout the day and encourage them to move around and participate in exercise.

We expect parents to contact the school immediately if they have any serious concerns about their child's mental wellbeing or learning. We have lots of ways we can support you.

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

We will keep a daily register for the children accessing the remote learning. Teachers and LSAs (who participate in remote learning) will be checking that children are actively participating in the lessons by asking questions, offering opportunities for participation and checking that work has been completed and submitted to the teacher daily.

If we notice that a child is not participating in Live lessons or submitting work then the parents will be contacted. This may be done via email or they may receive a telephone call from a member of the school staff. Where we are unable to communicate in these ways we will visit families' homes to ensure their safety and wellbeing at this time.

## **How will you assess my child's work and progress?**

Feedback takes many forms; written comments on every piece of children's work is not the most effective way to provide feedback. Whole-class feedback, highlighting strengths in children's work as well as areas for development and using regular quizzes marked automatically via digital platforms are effective methods, amongst many others. Our approach to feeding back on pupil's work is as follows:

- Live feedback during live lessons, with adults/children either asking direct questions or children responding in the chat function.
- Shared feedback documents where children can enter a sentence/fact which all in the meeting can see - teachers will make suggestions for improvements either directly or through the chat function.

## **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:

Children with EHCPs will continue to receive their 1:1 and small group support, where possible with the adults they would work with at school. This adult will differentiate and scaffold the learning just like they would at school to support the child. Virtual Occupational Therapy, speech and language, ELSA support, Drawing and Talking Sessions etc will be carried out remotely where children had access to this provision in school. Parents are supported with regular contact from the SENDCo and class teacher. Children with EHCPs are also offered a place in-school.

Children with SEN support are supported remotely through interventions with either the class teacher or LSA. Class teachers will ensure that children have access to additional modelling and scaffolding to

support their learning. Learning tasks will be differentiated for the SEN support children by the class teacher when appropriate.

In Early Years and Year 1 there are several short live daily lessons including story time, music and movement, phonics delivered on a virtual platform easy for younger children to access. This allows them to interact with their teacher and their peers supporting their social, emotional development. The children are given daily challenges in line with the early years and Year 1 curriculum allowing opportunities for hands on learning and investigation.

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the approaches outlined above will be followed as much as possible. Live lessons may still be available as the child can follow the teaching of the class teacher in school for many lessons. Recorded lessons may not be possible while the class teacher is teaching in school, however alternative commercially available resources (eg. Oak Academy) will be provided to ensure the child's learning can continue..