



## **Remote education provision: information for parents\***

***\*This should be read as an addition to our Remote Learning Plan and Policy to ensure that all information provided to parents is in line with the new requirements set out by the DfE.***

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?**

At least 1 English/phonics and math activities (these may include video support) per day and a home learning overview with activities covering the wider curriculum. These are accessed via Google Classroom (all children have individual logins.).

Paper packs will be provided for parents who may not have immediate access to digital resources.

Families have continuous Oxford Reading Buddy, E-books from Library service access as part of home support for Reading.

## **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.
- 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, we may have to suggest use of different resources to take account of resources that families are likely to have 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:

Early Years Foundation Stage	2-3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours
* What we have provided is in excess of this however we feel it is important to enable some element of flexibility and choice to take account of the differing situations for families.	

## Accessing remote education

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

Google Classroom

Purple Mash

Oxford Reading Bubble

Families have been given individual login information for their child on both the above platforms.

Numbots, TTRock Stars, My Maths

Marvelous Me

E Library (KS 2)

### 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:

Annually send out questionnaire to identify families with no or limited access to digital devices or internet access (including use of shared devices)

Regularly remind parents to inform us if they need to support to access remote learning.

Continue to use digital platforms that can be accessed via all devices including phones and tablets as well as laptops and PCs, and that are straight forward to navigate.

Plan and set activities that do not require the use of a printer

Aim to provide all families with a device that enables an internet connection and access to remote learning whether by loaning a school device or seeking one via partner schools in the MAT, the MAT themselves or external agencies that offer such support.

Provide paper packs of learning resources to families who request them.

Feedback will be given via work returned in paper form, or via screenshots sent via class emails also through Google Classroom.

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

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

- A minimum of 15 video lessons/inputs in Phonics/English and maths per week, dependent on the age of your child to match their usual school timetable. Plus any related activities if these are appropriate (PE, Music and Science)
- A overview grid with activities to cover the wider curriculum and links to video inputs/lessons. (including PE and wellbeing activities). This can be found on Google Classroom.
- A weekly themed assembly linked to our School Values led by HOS, a weekly year group assembly and a weekly Celebration assembly
- The opportunity for your child to share their completed work and have individual feedback and communication with their classteacher, including support and challenge, via Google Classroom, year group email, Drop Off Boxes and Marvelous Me.
- The opportunity for your child to share photos, videos, comments, etc with their classteacher via the year group email.
- A weekly 'live' session via Google Classroom
- Reading – Oxford Reading Buddy, E-Library, Shared reading activities.
- Class emails for parents and carers to share queries and request support with delivering remote learning.
- Websites offering a range of additional activities will be highlighted both on the school website and on social media.

## 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?

For parents/carers to:

- Be responsible for keeping their children's login information for all online learning platforms so that children can access activities set by their class teacher
- Support their child's learning to the best of their ability
- Encourage their child to access and engage with posts from their teacher
- Contact their child's classteacher via year group email for support with delivering remote education for their child's account.
- Check their child's completed work and encourage the progress that is being made
- Be mindful of the mental well-being of both themselves and their child, and encourage their child to take regular breaks, play games, get fresh air and relax

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

- Monitor the overall effectiveness of remote learning through discussions with teachers and subject leaders, reviewing work set, and reaching out to pupils and parents for feedback
- Monitor weekly children's engagement with remote educations
- Contact parents/carers by phone call where there is a concern with the level of engagement to ascertain the reason for this.
- Work with parents/carers to support engagement with remote learning, maintaining a flexible approach, which takes into account the individual circumstances of each family

### 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:

We will use a combination of the following approaches to assess each child's work and progress:

- Assess work completed against the objectives and intended outcomes.
- Provide assessment activities embedded within the remote learning provided including opportunities to demonstrate application of learnt skills.
- Provide acknowledgement and feedback on completed work as necessary.
- Provide support or further challenge to ensure the learning moves on, within the constraints of teaching commitments ( this will vary dependent upon the level of school closure/pupil or staff isolation).

## **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:

- Use Google Classroom and adapted lessons.
- Plan a range of activities including some that do not require the use of a digital device
- Accept the fact that learning remotely will be more difficult and, so tasks will be set in smaller steps to allow for this.
- Provide ease of communication through year group emails and regular phone calls.
- Provide an email for our SENDCo that can be signposted to parents by classteachers if additional or specialist support is needed.

### **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?**

- Learning will still be provided through Google Classroom.
- Weekly Live sessions will continue.
- Paper packs will be available.
- Appropriate feedback will given..