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?

Work will be uploaded to *Google Classroom* – our virtual learning platform for years 1 – 6. Completed work can be sent to the class teachers via the messenger function. For Apple Class (EYFS), work will be shared on *Seesaw*.

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, lessons such as Art and Science, which may require specialist equipment that we have in school, will either be changed completely, or adapted to enable similar learning, but based on likely available equipment 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:

Key Stage 1	Approximately 3 hours of learning per day; slightly less for EYFS pupils.
Key Stage 2	Approximately 4 hours of learning per day.

Accessing remote education

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

All learning will be set via *Google Classroom* for years 1 – 6, or *Seesaw* for Apple Class.

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:

Our aim is for remote learning to be online and accessible for all pupils, whether it takes place during regular school hours, or at a time more convenient for parents who may be working from home, and / or are having to share devices.

• Families who do not have access to any devices (apart from smartphones) were identified last year and laptops provided by the DfE were assigned. If your child needs to isolate again, please contact us to access devices again. If you identify in this category and have not yet been contacted, please reach out to the school for assistance.

• Households without Wi-Fi may be eligible for extra data from their provider at no cost; alternatively we can purchase data dongles (with financial assistance from St. Peter's Church). Please contact the school for assistance in both cases if we have not already approached you.

• All pupils were given exercise books to use at home last year; please contact the office if you require another. Similarly, if you need printed worksheets, please contact the office.

• Pupils can submit work to their teachers via *Google Classrooms or via Seesaw.*

How will my child be taught remotely?

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

- Resources and explanations shared via Google Classroom Learning Platform

- Recorded teaching from a source outside school. These include, but are not limited to: Oak National Academy lessons for a variety of subjects; White Rose Maths – used across the school; Read Write Inc. for phonics in Infants; The Big Sing for music lessons. Depending on the subject, these may be accompanied by written work (either in exercise books or worksheets).

- Doodle Maths, Doodle English and Doodle Spell are apps which all children have access to (EYFS have Doodle Maths only) and are timetabled into their curriculum (10 mins per day on each). They are calibrated to individual pupils' ability, track their progress, providing feedback reports to teachers and set questions of appropriate challenge level, with extra support for areas in which learners may have difficulty.

- Times Table Rockstars- an app all children have access to (yr2-6) to learn and practise their times tables regularly.

- Long- term project work (likely to be related to the topic that term) and/or inter-net research activities.

- Reading books: pupils should have their current reading and library books at home which they can continue with. Many pupils have an account with Oxford Owl online (this is free and can be set up by parents if necessary). Oxford Owl offers access to a variety of e-books which correlate with children's Read Write Inc level (there are also higher level books for children above this ability.

If the whole class is isolating due to an outbreak, and the class teacher is not unwell, there may be a zoom session where teachers can give an overview of the day's learning and set expectations and/or extra recorded teaching sessions.

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 all pupils to be accessing their online learning platform daily and completing the lesson tasks set for them, in addition to the other daily activities (e.g. Doodle, reading, Times Table Rock stars). We understand that, for many of our families, online access is limited as devices are often shared between siblings or parents who are working from home. For that reason, recorded lessons are used predominantly as they can be accessed at any time.

- If live daily Zoom sessions take place (due to whole class isolating), it is not mandatory for children to attend if they are unable, although it is recommended. They will not miss out on learning, per se, but many have fed back that it is improving pupils' mental health to maintain contact with their classmates, and that it is preferable for teachers to be setting learning expectations, rather than the onus being on parents.

- We are trying to deliver lessons which require minimal parental input, e.g. Loom videos in which teachers read information and model / explain activities. However, understandably, children (especially the younger pupils) may still need support from their parents: to set up their devices and other equipment for the day's learning; to maintain daily routines; for reminders to remain on task; to submit learning to teachers once completed.

- For pupils in year 4 and above, work will be set which the pupils can access and submit to their teacher independently. Year 1- 3 pupils are likely to need more support to access Google Classrooms and submit their work. Once the parent has set up the activity for them, pupils should try to complete independently, as much as possible following teacher guidance. EYFS work set on Seesaw will be appropriate for their age and ability; however, they may need more parent support to focus and concentrate for a set period of time.

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

- Teachers will monitor the use of the learning platform

- If a child appears to not be accessing the learning platform regularly, the teacher will contact the parent.

- If Zoom sessions take place, teachers will also monitor those who are not attending, and will forward any concerns to SMT.

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:

Written work and photographs of completed assignments should be sent to the class teacher regularly (preferably daily) via their online learning platform. Some work set will be using documents which can be 'added to' by the pupil and returned in its updated format.

Personal feedback will be given 1 to 2 times a week for English and Maths and as required for other subjects. The teacher may be in school teaching lessons to other pupils every day, so feedback may not be as prompt or regular than experienced during full closure.

If a pupil is struggling with a piece of work, they are encouraged to message the teacher there and then for support. Provided the teacher is not in class that day, they will reply promptly. Teachers who are in class will reply as soon as they are able. For larger issues, the teacher will ring home when they can.

Teachers will also monitor progress on the adaptive learning apps – Doodle and TTRS. These provide accurate records of children's engagement and progress, along with their areas of strength and development.

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:

- Many activities will be differentiated for pupils with SEND in order that they can access learning at their level.
- Many children with EHCP are learning in school, following a curriculum suited to them. Those not in school will be contacted by the inclusion manager who can support home learning.

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?

As with the remote learning detailed above, the work set for individual pupils or whole bubbles who are isolating will largely follow the sequence of the curriculum taught in school, so work at home matches or complements work at school. Where individuals are isolating, they may find that there are more links to external support, e.g. BBC Bitesize and Oak National Academy as a teacher may not be able to provide, e.g. Loom videos if they are teaching classes in school. They will still feedback to work submitted via the online learning platforms in an appropriate timeline.