



Remote education provision: information for parents/carers

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?

There will be daily planning and resources uploaded on to Classwork section of Google Classroom, each class has access to their own Classroom. Pupils also have access to key Classrooms, such as the Miss May's Phonics Classroom and The Maths Room, which provide a progression of key skills. Pupils have access to a range of remote educational links, including Bug Club, Education City & Purple Mash.

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 work towards delivering and teaching the same curriculum remotely as we do in school wherever possible and appropriate. We follow the equivalent planning so the pupils still have access to the same progress of skills that would be offered within school. However, we have needed to make some adaptations in some subjects. For example, where some activities need a lot of adult input or specific school resources, these lessons will have been adapted so that the outcome is still met but it's been delivered in a different way as we appreciate that adults at home could be supporting more than one child and could still be working with their own job.

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	<p>The DfE have set out expectations for how many hours of provision each Key Stage should be given. They said provision will include “both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently”.</p> <p>For Key Stage 1, three hours of remote education must be provided.</p> <p>Key Stage 2 pupils should be provided with four hours.</p> <p>There is no formal time requirement for EYFS although we aim to replicate the taught sessions in school where we can. There will also be suggested activities should the children wish to take their learning further.</p>
----------------------------	---

Accessing remote education

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

We will upload all content via Google Classroom. Google Meet will be used as a means to provide live ‘check-in’ sessions. Further educational links will be provided via the school website.

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:

Where pupils may not have suitable online access at home we are here to support them and if they need any assistance with accessing work or resources, Parents/Carers can contact school. The school will provide pupils with a hard copy of resources if they are struggling to access the resources online and reading books will be issued (following COVID safety regulations). Pupils have been provided with an exercise books from school so they can collate and record their work at home. Families that do not have access to digital devices, have insufficient internet access or monthly data, can call school and we will endeavour to help as much as we can.

How will my child be taught remotely?

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

- A weekly timetable will be uploaded (prior to the working week) to outline the weekly tasks.
- Pre-recorded videos (from year group teachers and staff) will introduce / provide a teaching input for the learning tasks.
- Daily tasks will be provided on the Classwork page of Google Classroom at the start of the day.
- Tasks can be printed at home or completed within the classroom (e.g. via Google docs).
- Miss May's Phonics Classroom provides pre-recorded videos (guides & support) all phonic sounds, from Phase 2 to Phase 6. Pupils are directed towards the clips that are appropriate to them.

Google Meet

- Class Teachers will conduct a weekly 'check-in' with small groups of children in a live interaction.

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 engage with the remote education. However, we are very mindful that everyone's situation is different and might not therefore be able to access everything. As a bare minimum we expect all pupils to engage with the daily check-in on the *Stream* or to submit a daily piece of work as this forms part of our Safeguarding expectations. If we do not see any form of engagement we will follow this up with a well-being phone call. We also expect all pupils to access the weekly 'check-in' sessions as this provides the opportunity to discuss their well-being, for them to communicate with their peers and teaching staff to follow-up with any feedback regarding their work.

Pupils (and where appropriate Parents/Carers) can add questions, comments and photos on the *Stream* page within Google Classroom. This offers a fairly instant communication between the Class Teacher and the pupils.

We expect parents/carers to encourage and support their child/ren to access the pre-recorded lessons and complete the activities to the best of their ability. We also expect pupils to have some form of routine at home knowing when it is work time and when it is break time. We provide example timetables of what the working week could look like. This should ideally be in a distraction free environment however we accept that this is not always possible.

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

We will monitor the engagement through discussions on the Google Classroom *Stream*, the submission of work and 'check-in' sessions on Google Meet. This will be an indication as to which children are engaged and who are not. If certain children are not showing any signs of engaging over a few days, then a staff member (e.g. Class Teacher, SENDCo) will phone home to discuss with the parent/carer the reasons why and talk through what they can do to help.

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:

Work submitted via Google Classroom will receive feedback. This will take the form of a short written comment, highlighting any corrections that need to be made and 'next steps'. The feedback provided will alter in detail depending if it is a focus piece of work. Any feedback provided during live 'check-in' sessions will be verbal.

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:

Differentiated work will be provided for pupils with SEND. These activities will be relevant to their needs and based on key skills such as counting, letter formation, letter names, shape recognition etc. A designated person, who is familiar with the child/ren (i.e. the Class Teacher / SENDCo) will be providing the work and will have regular contact with the families through phone calls to offer support. Teachers are available to answer any questions during the live 'check-ins'. Parents/Carers of pupils with SEND can contact the school office via telephone or email.

As an infant school we provide a remote education that is flexible and can hopefully adapt to the needs of each family. Videos have been pre-recorded so that they can be watched at any time and re-played to help our younger learners obtain the information. Class teachers provide aged appropriate based activities and in the younger years many tasks are practically based which can be recorded with photographic evidence.

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?

Children who have to self-isolate will continue to receive the same education as the children in school. Remote learning will be provided as described above and which mirrors the children's learning of all areas of the curriculum in school. Weekly live 'check-in's will be replaced with a 'check-in' telephone call from the Class Teacher or with a familiar member of staff if appropriate.