

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.

What matters most is that children are taught well, in a carefully sequenced way, following the key components of our curriculum. We have adapted our curriculum to make sure that the most important aspects of learning are given priority – these are English, Maths, Science and wellbeing. Remote education is the way that we are having to do things at the moment but at the heart of what we are providing is a good education for each child. This has not and will not change. We have adapted how we are teaching and children have quickly adapted to sharing learning in new ways but our approach to quality first teaching remains the same.

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?

The Education Endowment Fund (EEF) has found that remote teaching works well when children have:

- A clear explanation
- Support to grow in confidence with examples and practice
- Time to use and apply new skills and knowledge eg in other subjects or in quizzes
- Plenty of effective feedback, as voice notes or text, on their learning
- Time to ask questions, share ideas and discuss learning with their teacher and their peers

These aspects of effective teaching are what matters most in helping children to make progress.

Children all have access to their own Seesaw account which is where we will share work and communicate. Work will be added to Seesaw each day. We have also sent guides about how to access Seesaw and shared information on our Twitter feed. A weekly timetable will be posted on the class pages of our website. This will include activities for each subject, set by your child's teacher and examples of how to complete learning. There may also be links to video clips or other websites.

Children may also have workbooks, stationery and reading books depending on their individual needs. In addition, children will have access to other online platforms depending on their age. These include 123 maths, TT Rockstars, Rapid reading, Nessy, IDL and more. Your child will have the log in codes for the platforms that they need. We will also include links to BBC or Oak Academy, where appropriate.

We want to make sure that children are safe online and information about this is shared on our school website, classes pages and our Twitter feed. We have taught children how to be safe online and will keep reminding them how to do this.

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 have taken time to consider which are the most important aspects of learning for our children. These 'key components' of the curriculum are those that we will focus on. They are reading, writing, maths, Science and well being. Time will be maximised for learning in these areas.

We do want to ensure a breadth of learning as well, though not in as great a quantity, so teaching in other subjects will be adapted, sometimes using including using Oak Academy or BBC Bitesize.

On a Tuesday afternoon, in order for staff to have time to plan, prepare and asses learning (PPA time) learning will not be online and children won't have to share work that afternoon. In order to make sure that work is responded to staff will do this between 8.30am and 5pm.

Wherever children are learning, at home or at school, they will follow the same curriculum. It is important to us that children have equal access to learning, that no one is left behind and that there is equity of provision.

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	There is no minimum expectation set by the government but we will set work for 3 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Children will access learning via Seesaw. There will be links to other website such as Oak Academy and BBC within this. Some children will also have access to other online platforms such as 123 maths. Those codes have been shared with individual children. Please email us if anything doesn't work or you are unsure.

If my child does not have digital or online access at home, how will you support them to access remote education?

Our surveys have told us that some pupils may not have suitable online access at home. We have taken a variety of approaches to solve this problem.

We have already converted laptops into chrome books and given out over 25 devices. We have also sourced ipads and these have been given to families. We have lent iPads to families and have more coming. We have also ordered data and routers where needed to support families. Our aim is that every individual child in every family will have access to a device and the data necessary to enable it to work effectively.

Where needed children have individual packs of work provided, tailored to their needs. Work can be photographed and submitted where access to platforms may be limited.

How will my child be taught remotely?

- recorded teaching by class teachers and teaching assistants for the whole class
- recorded teaching by class teachers and teaching assistants for individual and groups of children.
- recorded teaching by online providers e.g. Oak Academy
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg TT Rockstars, Oxford Owl
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance
- specific online resources to support learning, in particular reading, such as Reading Eggs

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?

Learning will be online by gam each day and children should read and acknowledge the announcements on their Seesaw account. We are monitoring every child's engagement and participation in learning.

Each class has a timetable of learning for the day and we expect children to complete learning and feedback on Seesaw to the class staff. Parents and carers support in enabling this to happen will make a real difference.

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

Children's online portfolios will be checked for each lesson of the day. We will note which lessons are being engaged with and where there is no engagement we will follow this up by contacting home to find out how we can help to support learning. Teachers use your child's work to plan the next steps in learning.

We will keep in contact to ensure that we have up to date records of what you need to support you at home and to make sure that we give you that support, on a 1-1 basis.

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.

We will assess children's work through quizzes, written feedback and verbal feedback via voice notes. We will also support peer feedback. Pupils will have feedback on all learning. This will happen every day bar Tuesday afternoons which will be PE focused. Staff will use this time for planning, preparation and assessment of learning (PPA).

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

Our SENDCO, Mrs Laws, is working with all teaching staff to ensure that learning meets your child's needs. Individual children will have work tailored to meet their needs including phonics videos, maths challenges and tasks which support learning linked to individual targets.

Younger children will be supported by short tasks which are carefully explained and achievable. We want to build confidence and progress.

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?

Our plan is that there will be no difference. We will take individual circumstances into account when dealing with each case.

Our provision will be monitored on a daily basis and reviewed by the Senior Leadership Team on a weekly basis and/or as and when the DFE requirements change.