



## 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 if 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?

Teachers will send home resources to provide up to three hours of home learning. In the first day or two, this may be adapted resources that had already been created for use in the classroom, rather than ones that have been specifically designed for high quality home learning. For example, this could be powerpoints and worksheets, rather than bespoke instructional videos. If appropriate, teachers may provide links to external high quality resources that will support the planned learning objectives, such as White Rose Maths or materials from Oak Academy Online.

Children will also be reminded to read regularly and engage in Times Tables Rock Stars or other online activities to support recall of key facts.

#### 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, PE may be adapted to have a focus on skills rather than team or group activities. Units may also be switched around to allow remote learning for those which are easier to teach and to learn at home. There may also be more of a focus on consolidating previous learning rather than teaching new, difficult concepts, especially if the remote learning is for a short period of time.

## **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	2 - 3 hours a day. This may include optional, practical or play-based activities.
Years 1 and 2	At least 2 hours a day for Year 1 and 3 hours a day for Year 2
Years 3 and 4	4 hours a day
Years 5 and 6	4 hours a day

## **Accessing remote education**

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

Each day's learning will be uploaded on Showbie. We will endeavor to make this accessible, for example, using open-access software.

Usually this will be in the form of a video or narrative powerpoint so children can work through a lesson with minimal adult support, especially as they get older.

Children will be asked to share what they have learnt on Showbie. This could be done in a variety of ways, such as photographing and uploading their finished work, annotations on the teacher's presentation, a voice note or comments or by completing an online quiz.

### **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:

Parents are asked to complete a survey to indicate whether they would benefit from the loan of a device. We aim to support each child to have access to a device for their sole use.

If circumstances have changed since the survey and a families would now benefit from a device, they should contact the headteacher to arrange this.

The school can also support with internet access if needed through working with mobile companies who are providing free data or providing dongles where needed.

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

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

- The majority of lessons will be 'on demand' as feedback indicates that this works best for our families. However, we understand that children benefit from having opportunities to interact live with their class and this will be provided at least twice a week for all children. This will usually be activities such as live story time, but there may be some live whole class or group lessons
- This will usually consist of a recorded teaching input (e.g. video/audio recordings made by teachers or external resources such as Oak National Academy videos)
- For maths and English, for Y2 upwards, this will usually be followed by an open invitation to an online session for children who would like additional support. Some children who the teacher feels would benefit, may be specifically invited to join the session.
- Sometimes, children who need more additional support will also be provided with small group online sessions or individual phone calls.
- To support learning, children may be directed to other websites or materials which will support the teaching of specific subjects or areas
- Teachers will carefully plan and prepare resources for English, maths, phonics and some RE. For other subjects, such as PE and music, children may be directed to externally produced whole lessons.
- For the youngest children in Reception and Year 1, teachers will adapt this approach as is appropriate for young children.
- Teachers will also direct children to independent tasks such as reading independently for a minimum amount of time and practising their times tables.

## **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 understand that remote learning can be challenging for families, especially with young children and where there are other pressures on the family such as parents working from home or younger siblings.

Our aim is that all children complete the minimum hours each day as outlined earlier in this document and that they or their families actively seek support if there are any barriers to them doing this.

Teachers strive to set work that children can access with minimal adult support (for example through the use of videos, narrated presentations, and recorded voice instructions) and that breaks learning down into small steps. By Key Stage 2, children should be able to access their work independently.

We ask parents and carers to support their child by agreeing a daily routine with their children and sharing an expectation that work will be completed.

### **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 children's engagement on a daily basis on Showbie. Parents will be phoned or messaged via Dojo if there are any concerns.

The school will work with parents and children to try to overcome any barriers to work being completed with the aim that 100% of children actively engage in online learning.

## **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:

Teachers will look at and assess each piece of work in English, maths, history, geography, RE and science. An 'A' for 'assessed' will be put in the comments on Showbie to show this. Most of the work children complete during lessons is an opportunity to practice their learning and does not need to be assessed or marked.

Often, children will be asked to self-mark or possibly answer discussed in the input video.

Teachers will often carefully plan an assessment activity towards the end of the lesson which we ask that children independently complete and which will be carefully assessed. This could be a few maths equations, an online quiz or other short task. Other work completed during the lesson will not necessarily be assessed or acknowledged as the volume of this could be unmanageable for teachers and is not an effective use of their time. However, we know that children thrive on positive encouragement when they are working remotely and strive to provide positive feedback for each child at least once a day.

We expect children to have to be challenged and 'grapple' with their learning. They are expected to make mistakes, especially when a concept is new. Parents should not worry about them getting things wrong or feel they have to help them to get everything perfect – they are learning!

Whole class feedback is our preferred response for errors and misconceptions in English and maths. At the beginning of the next lesson, teachers will briefly highlight and share good examples and address any common errors or misconceptions that can be easily addressed. This will also inform their future planning.

With younger children in Reception and Year 1, this will look different, but the same principles will be in place.

## **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 SEND will have their learning activities planned to meet their needs. This could be additional support to access the work the whole class are doing (such as materials to scaffold their learning). In some cases, children will need different activities or even a carefully planned bespoke curriculum. Teachers will work closely with families and will discuss the level of support the child may need and parents have the capacity to provide as well as what individual support the school can provide (e.g. online sessions with a teaching assistant). If appropriate, paper-based learning backs will be provided for SEND children. For some children, the most appropriate place for them to learn will be within our keyworker and vulnerable children care in school. This could be full time or for a few short sessions each week to provide additional 1:1 support.

We aim for the majority of children from around Year 3 upwards to be able to access their online learning with minimal adult support. For younger children, resources such as instructional videos from teachers will support children to access their learning as much as possible, but it is likely that children in Reception, Year 1 and Year 2 will still need support at home. Parents who may struggle to provide this are encouraged to discuss their situation with the class teacher.

## **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?

In this scenario, teachers will be teaching a full timetable in school as well as supporting children to work remotely. It is therefore important that we balance providing opportunities for children to continue to learn at home with the potential impact this could have on teacher's workload.

Teachers will prepare a weekly schedule of lessons for children which aligns, as closely as is possible, with what children will be learning in class and follows a well-planned sequence of learning.

This will use an agreed school proforma and will include daily maths and English work as well as phonics in EYFS and KS1. At least one subject in the wider curriculum will be included each day. The schedule will be shared with the child and their family via Showbie and contain links to external high quality resources (e.g. Oak Academy, White Rose) as well as any relevant resources produced in school.

Children will be asked to upload their finished work on Showbie for the teacher to view and assess. Feedback will not necessarily be provided for every piece of work. If several children are working remotely, this could be in the form of whole class feedback, for example, in a video which highlights good examples and addresses misconceptions.

In some circumstances, it may not be the class teacher providing the feedback but a teaching assistant or another teacher.

Where appropriate, the work will be tailored to allow children working at different levels to access it and have the right level of challenge. This could be through a choice of differentiated activities, suggestions for resources that could be used to scaffold the learning or challenge tasks. For some children, bespoke work will be provided if needed. Where possible, children who are struggling may be provided with individual support, for example, through a phone call or individual online session if staffing levels mean there is capacity for this.

The named lead for remote learning is Vicky Doherty, headteacher.  
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