

Remote education provision: information for parents

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?

- If the move to Remote Education has been planned then children will be sent home with additional reading books, an exercise book and possibly some paper packs of work to support the first few days of online education.
- If switching to Remote Education happens suddenly then staff will aim to communicate with families via the Microsoft Teams platform. In the first few days core phonics and Maths activities will be placed online.

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. If we feel it may be better to change the sequence in which we deliver the curriculum we will do so and that will apply to those in school and those remote learning to keep the class together with their learning. Once children are back in school we will adapt the curriculum based on what was taught during the lockdown period.

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 and reading) will take pupils broadly the following number of hours each day:

Key Stage 1	Approximately 3 hours. Less for Reception children
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We aim to offer.

Reception	KS1
Daily phonics session (RWI online speed sound sessions), plus a short reading or writing activity appropriate to the time of the academic year.	Daily Phonics (link to Video Speed Sound and Word time lessons) (30 minutes)
Daily Maths activities, plus links to additional resources provided, e.g. Numberblocks / online games. 2-3 times a week a recorded lesson and/or narrated PowerPoint will be provided with follow-up independent tasks.	Daily English (book-based, powerpoint with independent activity or Spelling/Grammar activity) 30-45 minutes Daily Maths (Link to White Rose Vimeo lesson and accompanying worksheet/ideas for follow-up work) (30-45 minutes)

<p>Daily topic activities based on the theme or book of the week.</p> <p>Daily 'Key Skills' challenge focusing on practise / revision of previous learning, e.g. handwriting; 5 minute Maths; I would rather (speaking and listening). Narrated PowerPoints are provided for this.</p>	<p>Daily Topic/PSHE/RE (powerpoint with Independent activity) (30-45 minutes)</p> <p>**Powerpoints will be narrated where there are new teaching points or if content/instructions may be complicated.</p>
<p>Children can log in to Oxford Owl for more online reading books, which match the type of books we have in school</p>	

Accessing remote education

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

We will use Microsoft Teams to post work for children. Completed work can be uploaded and then the teacher/teaching assistant will be able to provide feedback.

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 were asked to respond to a questionnaire before lockdown to tell us about the devices they have available.
- If families have no device they will be offered any devices we have available. If no device can be given a place in school will be offered.
- We will contact parents to collect information to apply for increased data allowances for parents and have applied for SIM cards from Vodafone.
- Where pupils have had difficulties accessing all or aspects of the work online paper packs of work will be available for parents to collect. Parents **should** then return the paper packs to school for the class teacher to give feedback.

How will my child be taught remotely?

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

- Pre-recorded teaching/narrated PowerPoints
- Videos from White Rose Maths/Read Write Inc (phonics) and links to other websites e.g BBC Bitesize/Oak National Academy, Number blocks.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Independent activities for children to practise what has been taught.

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?

- As a School we recognise the need to balance continuity for education against the age/stage of the children and what they can access remotely. We recognise that many of the activities we do in school are practical in nature and do not directly translate into remote learning. We need to be mindful of expectations placed on parents as at this age group children may struggle to be independent or may have to share devices with other family members. We do appreciate that any home learning at this age requires a lot of parent support, which some parents may struggle with.
- We will encourage/support parents to engage and return work as much as we can. Phonecalls will be made where there seems to be lack of engagement, or where parents have asked for support.

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 engagement weekly and will telephone families where there has been a lack of engagement to ascertain the cause and discuss what School can do to Support.

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:

When work is uploaded onto Teams teachers/teaching assistants will offer feedback, which may give the child advice on how the work can be improved. The child is then able to act on the advice and resubmit the work.

Depending on how many teachers are on site teaching this feedback may not be immediate.

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 who are on our SEND register have been offered a place in school. If this place has been refused then staff will call the parents weekly to offer support. Work will be set that the children can access.

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?

Teachers will set work for the children that will enable them to 'keep up,' to reduce the amount of catch up needed. It may not be the exact lesson that the children are covering in the classroom. Teachers are teaching and are not available during the day to give immediate feedback. When the children return to school teachers will assess where any 'catch up' sessions need to be put in place.

Staff well being

The speed with which this lockdown happened and the expectations of remote education has made this lockdown much more difficult.

Working from home is new to staff and messages/emails/returned work may be coming in constantly. During this period it is easy to lose any sense of work life balance. Teachers should not feel obliged to answer messages and respond to work constantly. They need to make sure that at the end of their working hours they step away from their laptop and 'disconnect' from work. Our approach to remote education needs to be sustainable and that means making sure that staff need to consider their well being. We will support pupils and parents as speedily and efficiently as we can, but only during a teachers' working hours. Senior leadership are always available for staff to contact to discuss any concerns they may have.