

## **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?**

In the event of an extended school closure, the school will provide continuity of education in the following ways:

School will try to ensure that every parent is connected to Classdojo and support parents in understanding how to access messages and work on this platform.

The school can provide explanation over the phone and written explanation of how to use Classdojo.

## **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?**

The class teacher will log on to clasdojo every morning and set the work for the day ahead. They will follow the usual class timetable as much as possible, trying to adapt activities so that they would be suitable for working at home. They will check in with the class at lesson change over times to remind the children of what they should be doing next, direct them to appropriate work or give video input where instruction is needed. Video input could also be used to feedback to the whole class, demonstrate a new concept, read a story, etc.

### **Maths**

1 x Maths activity per day

White Rose Maths videos and worksheets

Video Instruction for new learning – use for explanation

Times Table Rockstars and/or Numbots

### **English**

1 x Writing & 1x Reading activity per day

Bug Club for reading

Spelling/phonics practise

Encourage handwriting practise

Encourage children to read every day.

Set writing tasks, with specific success criteria

### **Wider curriculum**

Use topic webs and homework menus for information and ideas.

Get children to upload pictures of models, artwork, etc – where possible

BBC Bitesize is open access and has lots of video clips / quizzes on various topics and subjects

## 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	Approximately 3 Hours per day 1x Maths 1x English 1x Wider Curriculum
Secondary school-aged pupils not working towards formal qualifications this year	NA
Secondary school-aged pupils working towards formal qualifications this year	NA

## Accessing remote education

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

School will try to ensure that every parent is connected to Classdojo and support parents in understanding how to access messages and work on this platform.

School will support parents who are struggling to access via telephone call to the school office.

### 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:

Vulnerable Pupils – a small number of vulnerable families have been identified by the Local Authority and provided with a device to use at home for remote learning.

The school has a small number of 3G Data SIM cards which may be allocated to support where necessary.

In extreme circumstances, children without access to the internet or a device, may be allocated sessions in school.

Where possible, stationery and additional printed resources may be made available for collection/delivery.

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

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

Some examples of remote teaching approaches:

- Pre-recorded video input
- Links to explanatory videos such as White Rose Maths, Oak National Academy etc
- A combination of written exercises and digital 'write-on' worksheets uploaded to Class Dojo
- Access to online reading materials, e.g. Bug Club
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **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?**

Pupils are expected to upload their work to their Portfolios on a daily basis. KS2 pupils should be able to do this independently. KS1 and Early Years pupils may require more 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 check children's portfolio activities throughout the day during normal school hours
- Where engagement is a concern, in the first instance Teachers will use Class Dojo to message parents, which may be followed with a phone call.
- Where engagement remains a concern Senior Leaders and the Schools Family & Pupil Liaison Officer will seek to support families to increase engagement.

## 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:

Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide feedback to learners on pieces of work that they submit.

Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning. Given the nature of the tasks, the type of feedback teachers can provide will not have the same format as marking an exercise book.

Feedback to children may be done in a variety of ways:-

- Acknowledgement of a piece of work by pressing the 'like' function on clasdojo
- Words of encouragement, eg. 'Well done, you have worked really hard on this drawing'
- Sending a direct message to learners with specific feedback / targets
- Specific feedback about a sentence, answer to a question, observation of a skill, eg. 'Could you redraft the third sentence and make it even better by adding...'; 'Could you have another go at question 3, look carefully at paragraph three in the text for your answer.'
- Sharing a few good examples with the whole class, with specific reasons why you like them. Eg. 'I was really impressed with the detail / shading / use of colour in these pieces of art work.'
- Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
- Whole class feedback works well where there has been a common misconception – this may be a good time to use video eg. To re-explain something, model a skill, demonstrate how to work through a calculation, etc

## **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:

- Teachers will seek to provide support and more bespoke learning activities for children with SEND
- The School SENDCo is contactable via class dojo, linking with each class
- Support from our School Commissioned Speech & Language Therapist will continue via digital means
- All children with EHCP are offered a place within school

## **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?**

#### **Remote Education for Individual Learners**

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher.

Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days. Eg. Isolation because of a positive Covid test, Isolation of a 'bubble' as instructed by the school.

If learners are isolating/absent for less than three days then they could use the time to complete the homework set for that week and any additional work that they choose from the homework menu.