



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.

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?

Contact will be made on Day 1 by the class teacher and some work provided through Class Dojo the same day as far as possible. This will build into a full timetable within 3 days.

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, subjects such as PE and Music and those requiring specialist equipment such as art may be adapted.

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:

Key Stage 1	3 hours
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Key Stage 2	4 hours
Key Stage 3 and 4	N/A

Accessing remote education

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

Primarily through Class Dojo and live sessions on Zoom. Some paper resources / books will be made available to pupils where appropriate.

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:

- Laptops may be loaned subject to need and availability. Parents are asked to tell the school if this is needed. Pupils without devices may be eligible to attend on-site following guidelines.
- Parents are contacted about letting school know of issues with connectivity and where available dongles may be issued. Guidance on offers by internet providers is given to parents.
- Printing is usually not necessary when working on-line. Children needing paper resources can arrange pick-up or these are sent home. Parents may collect exercise books and writing materials from school.
- Pupils may submit work through drop off (if possible) or by post, if parents do not have access online.

How will my child be taught remotely?

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



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Some examples of remote teaching approaches. These will vary according to the suitability of the material, age and stage of the children

- live teaching (online lessons) including pastoral support and small groups
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- 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?

- We expect daily engagement with remote education and will follow up if this is not happening, either through Dojo or calls home. Letters will be sent home if there is no phone contact made.
- We expect parents to support their child with remote learning and will help wherever we can. The daily Zoom registration is there too support parents & pupils to begin the learning that day.
- Support for parents may be through Dojo messaging or phone calls.

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

- Dojo provides opportunity to share work and teachers will respond daily (during working hours)
- If a child is not engaging then teachers will message via Dojo in the first instance and then will make follow up phone calls to parents and if appropriate also speak with the pupil



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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:

- Feedback will be given primarily via Dojo maybe in different forms eg annotated photos.
- General feedback is given daily by Zoom and by Dojo
- Individual feedback will be given during live teaching sessions, usually with a small group of pupils.

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:

- We work with families to deliver remote education for pupils with SEND for example loaning devices, providing differentiated groups via Zoom and differentiated paper/book resources if needed.
- Remote education for younger pupils, for example those in reception and year 1 is largely through live sessions, videos and resources such as phonics' videos.

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.



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If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Work will be provided by at the at the latest on the second day of isolation and will follow, where possible, the content being taught in class.