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?

The school is now ready to start remote education immediately. The school may take a day to organise the handing out of devices to all of the children and to identify children of critical workers.

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 broadly 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, we will adapt lessons to include resources that you may have at home compared to in school.

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:

Nursery	8.30 - Contact with teaching assistant to share plans for the day. 8.45 - Zoom meeting with children and parents to set out plan for the day, say hello etc. 9.00-9.15 - Phonics lesson *This will include a pre-recorded video made by the Teacher and TA for their respective group. The video will be uploaded to the Google Classroom (this enables parents to watch at a time that suits them, or watch it again if needed). If closed for 2 weeks, TA and Teacher will swap groups after 1 week.* *Children will share a photo of their word building and writing to Tapestry.* *9.15* - 10.00 - Oak academy English lesson (this will include a teaching video). *Children will share a photo or video linked to the content of the lesson onto Tapestry* 10.00-10.30 - **Independent** playing. 10.30-11.15 - Project based activity - Linked to cornerstones. Challenge set by Teacher. 11.15-11.30 - Kinetic Letters *This will include a pre-recorded video made by the class teacher focusing on one letter.* *Children will share a photo of their Kinetic letters practice to Tapestry.* 11.30-11.40 - Story video from the class teacher. Prior recorded and uploaded to classroom.

Reception	8.30 - Contact with teaching assistant to share plans for the day. 8.45 - Zoom meeting with children and parents to set out plan for the day, say hello etc. 9.00-9.15 - Collective worship zoom (Reception only) 9.30 - 9.50 - Phonics lesson *This will include a pre-recorded video made by the Teacher and TA for their respective group. The video will be uploaded to the Google Classroom (this enables parents to watch at a time that suits them, or watch it again if needed). If closed for 2 weeks, TA and Teacher will swap groups after 1 week.* *Children will share a photo of their word building and writing to Tapestry.* 10 - 10.30 - Oak academy English lesson (this will include a teaching video). *Children will share a photo or video linked to the content of the lesson onto Tapestry* 10.30-11.15 - **Independent** playing. 11.15-11.30 - Kinetic Letters *This will include a pre-recorded video made by the class teacher focusing on one letter.* *Children will share a photo of their Kinetic letters practise to Tapestry.* 11.30-12.30 - Lunch time 12.30-1.30 - Project based activity - Linked to cornerstones. Challenge set by Teacher. 1.30-2.00 - Oak academy Maths lesson. 2.00 - Story video from the class teacher. Prior recorded and uploaded to classroom.
Year 1	8.45 - Zoom meeting with children and parents to set out plan for the day, say hello etc. 9.00-9.15 - Collective worship zoom 9.30 - 9.50 - Phonics lesson *This will include a pre-recorded video made by the Teacher and TA for their respective group. The video will be uploaded to the Google Classroom (this enables parents to watch at a time that suits them, or watch it again if needed). If closed for 2 weeks, TA and Teacher will swap groups after 1 week.* *Children will share a photo of their work onto Google Classroom.* 10 - 10.30 - Oak academy English lesson (this will include a teaching video). *Presentation slides made by class teacher and added to Classroom will give instructions of differentiated tasks following on from the video.* *Children will share a photo or video linked to the content of the lesson onto Classroom.* 10.30 - 10.45 - BREAK 10.45 - 11.15 - Independent learning on Spelling Shed / Reading 11.15 - 12.00 - Oak academy Maths lesson. *Presentation slides made by class teacher and added to Classroom will give instructions of differentiated tasks following on from the video.* *Children will share a photo or video linked to the content of the lesson onto Classroom.* 12.00-1.00 - LUNCH 1.00-1.15 - Kinetic Letters *This will include a pre-recorded video made by the class teacher focusing on one letter.* *Children will share a photo of their Kinetic letters practise to Tapestry.* 1.15-2.00 - Project based activity - Linked to cornerstones. Challenge set by Teacher. Work shared on Classroom. 2.00-2.30 - Story video from the class teacher. During this time the children will also have the ability to have some 'social' time with their friends. On a Friday afternoon, the class teachers will have their planning, preparation and assessment time (PPA) on a Friday afternoon. This will mean that children will have time on the Friday to take part in activities from the Home Learning passports as well as 'Arts and Crafts' type sessions.

Years 2 - 6	8.45 Children join zoom or log on the classroom – register 9.00 Collective worship 9.30 – 10.30 Maths Pre-recorded video either the teacher, Oak academy or You tube with then slides to illustrate further the learning, followed by work set through the Google classroom at differentiated levels 10.30 to 11.15 Reading TT and Spelling Bee 11.15 to 12.15 English Pre-recorded video either the teacher, Oak academy or You tube with then slides to illustrate further the learning, followed by work set through the Google classroom at differentiated levels 1.15 to 1.45 Reading comprehension – activity set through Google classroom at an appropriate level. This has been given a focus as identified as a low area in assessments 1.45 to 2.45 Lesson assorted across the week. This will be evident on the timetable produced by the teacher and will cover a variety of subject areas such as RE, PE, Humanities, Science, Art etc. They will follow the format again as previously stated with a video of teaching points and then set work at differentiated levels with a clear outline of how the work needs to be produced. 2.30 Story video from the class teacher. During this time the children will also have the ability to have some 'social' time with their friends. 3.00 Finish On a Friday afternoon the class teachers will have their planning, preparation and assessment time (PPA) on a Friday afternoon. This will mean that children will have time on the Friday to take part in activities from the Home Learning passports as well as 'Arts and Crafts' type sessions.

Accessing remote education

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

As a school we will be using Google classroom to provide the resources for the day. All children are members of a google classroom for their year group. The classroom can be accessed at: **classroom.google.com** Children's login details are supplied for the children in their planner.

This video provides a clear guide to aid with this process: https://www.youtube.com/watch?v=9O-bHPybPRQ&t

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:

- Children in Year 4 – 6 will have the ability to take a chrome book home to enable remote learning. Parents need to sign an agreement for this and for further copies of this agreement the school office can be contacted.

- Pupil premium children have been contacted this term to see who needs internet access. These families without access are being provided with an internet dongle.

- Children who were eligible for devices and remote internet access have been provided with government funded devices.

Children will be able to collect 'printed' material if required from the 'Bus Stop' at school. This can then be returned in the same way.

How will my child be taught remotely?

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

All pupils will have access to high quality education when remote working. The school will use a range of teaching methods to cater for all different learning styles, this includes:

- Current online learning portals – Google Classroom
- Quizzes
- Online materials
- Educational Websites
- Live webinars
- Pre-recorded video or audio lessons
- Various reading tasks – e.g. comprehension, inference and prediction
- Daily challenges
- Times Table Rock Stars
- Mental Health/ Well-being activities/Jigsaw

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.

When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.

All provisions for remote learning will be subject to the class group's age and ability.

In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the head teacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

Teachers will continue to make use of formative assessments throughout the academic year, e.g. quizzes.

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?

- It is expected that children/parents communicate at least once a day with the class teacher to outline the work that they have completed for the day. The minimum level of contact expected in once a week. If this does not happen a member of the safeguarding team will carry up follow up actions. For example a home visit.
- Parents are expected, where possible, to follow the teaching timetable with their children as outlined on page 2 and subsequent pages. The school understands that this may not always be possible due to parent's work commitments so resources will be available at all times via the google classroom.
- Children will often need support with work due to their age and ability. Teachers will do their best to support but parents may need to provide 1:1 support.

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

All schoolwork completed through remote learning must be:
- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.

How will you assess my child's work and progress?

- It will be marked with a positive comment and feedback by an adult from the classroom and returned to the pupil, once marked, by an agreed date.
- Personal daily feedback to each child will be given summarising the day's work and next steps.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via the class email if their child is not completing their schoolwork or their standard of work has notice-ably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the head teacher as soon as possible.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

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:

- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.

Remote Education for Self-Isolating Pupils

Where individual pupils need to self-isolate but eh majority of thei 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?

When a child is self isolating, a child will have a device sent home so they can access the Google classroom and work will be provide through this or a pack of work sent home if the device is not usable in the child's home environment.