



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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

Logins and passwords to access Purple mash activities.

White Rose Maths videos and worksheets.

Online writing and reading tasks.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

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, instructions given to parents with videos and powerpoints to demonstrate. Printed worksheets for children to handwrite and parents to photograph. Most writing activities are typed until all pupils receive lined exercise books. White Rose Maths videos are used for maths with relating worksheets. Videos used to demonstrate science experiments from Oak Academy etc.

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	1 hour Maths- Video followed by worksheets or practical activities 1 hour English- This includes daily reading with an adult, phonics, handwriting, spelling, grammar or a writing activity. 1 hour of a foundation subject- Video/Powerpoint followed by worksheets or practical activities
Key Stage 2	1 hour maths - Video followed by worksheets or practical activities 1 hour English 30 minutes spelling/reading/grammar and punctuation activities 1.5 hour foundation subject

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Google Classroom

BBC Bitesize/Teach

White Rose Maths

BBC Radio Dance

Bug Club/ Bug club phonics

Oxford Owl

Purple Mash

Epic

Real PE

The Oak academy

MyMaths

Times table rockstars

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:

Teachers to provide equivalent printed work and reading books for pupils without online access.

Awaiting for delivery of laptops and internet dongles from DFE to distribute to our most vulnerable pupils

How will my child be taught remotely?

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

At least 4 teacher pre-recorded lessons a week plus a live google meet with the class.

Use of White Rose Maths and Oak Academy recorded lessons.

Bug Club for reading and comprehension work.

Purple mash to support foundation subjects.

Real PE for online PE lessons.

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?

- Children to submit maths, English and foundation subject work at least weekly
- Parents photograph work, where appropriate, at least weekly
- Engagement in the Live weekly meet
- Parents to listen to children read regularly

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

- Teachers to monitor google classroom daily to check child's engagement.
- Teachers feedback to respond and motivate children in a timely fashion
- Teacher to have a google meet once a week to catch up on the week's learning and check pupils are all accessing the work.
- Any concerns, teacher to call parents

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:

- Teacher to add mark scheme for some pieces of work for children to mark their own.
- Teacher to add written comments through google classroom.
- Whole-class feedback through pre-recorded videos – picking up common misconceptions.
- Google form quizzes which are marked automatically.
- Live meet includes star pupils certificates/ discussion of issues

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:

Printed packs of all work and reading books sent home personalised to individual needs / links on Google classroom personalised to individual needs.

Children with EHCP offered a place at school to access their learning.

Differentiated/personalised work set through google classroom for SEND pupils.

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?

If class teacher is teaching in school full time, a core offer of maths and English work will be accessed on google classroom/website.

Class teachers may photocopy work for parent to collect if this is requested and appropriate.