



# Remote Education Provision: Information to Parents

**Reviewed:**

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## **Remote education provision: information to 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.

### **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- Work packs including books will be provided in the first instance for all children
- A sequence of lessons will be available on class dojo to be accessed on the following day of closure.
- A range of Literacy, Maths and Science tasks are set on Education City by each class teacher and are available for immediate access
- Children have access to a range of other online learning platforms including Times Table Rockstars, Mathletics and Purple Mash.

### **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, (some subjects are more difficult to teach online such as IT so these will be simplified)

## **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:

EYFS	1-2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

## **Accessing remote education**

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

- We use class dojo for the majority of our home learning.
- We also use TEAMS to keep in touch with children, to celebrate achievements from the week and to teach some areas of the curriculum. This is a 20 minute daily session for all year groups
- In EYFS we also use Tapestry as a tool where parents and carers can upload work
- We use Times table rock stars, education city, purple mash

### **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 to be issued by request to the headteacher where available
- SIM data cards to be issued by request to the headteacher
- Paper based packs to be provided for all children and available at the start of closure. These will be reissued with new resources at the start of every closure or term
- Parents/carers can drop work off at school (must phone first to request a suitable and safe time) to be marked and feedback given
- Guidance and support offered to parents on how to utilise other devices e.g. Xbox / PlayStation to access online resources through Google.

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

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

- live teaching (online lessons)
- Pre-recorded lessons and instructions by the class teacher
- External, recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, videos from White Rose Maths)
- 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
- We will provide frequent, clear explanations of new content, delivered by a

teacher in the school

- TEAMs sessions
- We will 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

### **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?**

- All pupils are expected to engage with remote education. Parents and carers will be contacted by phone or message if no learning has been accessed on any of our platforms on a regular basis
- Parents and carers will be offered support from SLT with any difficulties they are experiencing accessing online learning
- Parents are expected to follow the suggested timetable of learning set by the teacher on dojo wherever possible and ensure children are following our shared expectations for behaviour when attending TEAMs sessions
- Teachers will endeavour to set literacy, maths, SpaG/phonics, some sort of physical activity daily. They will also set activities based on other areas of the curriculum such as science, art, history and geography depending on topic. RE and wellbeing activities will also be provided weekly.
- Parents and carers are expected to upload work regularly to dojo so this can be responded to and logged by teachers
- We require passwords not to be shared beyond the immediate class of pupils when accessing TEAMs for safety. Access to such meetings will be refused if the name of the participant is not recognised
- Staff, and participants must follow the agreed code of conduct shared on dojo and in the school's risk assessment policy relating to dress codes etc

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

- Teachers will keep a record of which children have completed an expected amount of work, limited or no work. This will be shared with a member of SLT
- A 'register' will be completed of the pupils attending the Teams sessions.
- A member of SLT will respond by contacting parents if no work is received. If a limited amount is received, class teachers will contact parents in the first instance.

## **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:

- Comments will be made on work which has been set by the teacher received in portfolios
- Comments will consist of praise, raise questions, challenges and constructive feedback to move learning forward
- Teachers will complete tasks to allow for regular assessment of progress e.g. quizzes and mini-tests.
- Teachers will check dojo regularly and wherever possible, we will respond to parent questions and queries via dojo within working hours

## **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 will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- The SEND coordinator will monitor the learning received from children with SEND and will liaise with teachers to ensure work is pitched correctly
- Work for EYFS will be set on dojo as it is for the rest of school. This will follow the expectations from the EYFS framework and will be based on school long term and medium term plans. TEAMS sessions will also be available for children to see their teacher and class mates.

## **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 a child needs to self-isolate, they will continue to receive wherever possible, the same sequence of work as we would provide during a closure to most pupils. This will be available via dojo. If this cannot be accessed, then paper-based activities and resources will be provided
- Work should be uploaded onto dojo wherever possible
- Remote learning will be monitored by a member of the SLT