



# Remote Education Information

January 2021

## **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/national restrictions require entire cohorts (or Pods) 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?**

On day 1 of pupils being sent home, children will be expected to access Spelling Shed, Maths Shed, complete their home reading and practice their spelling and multiplication tables.

On day 2 of being sent home, Year 2 – 6 will have work set daily on Google Classroom. Reception will have work set daily on Tapestry. Year 1 will have some work set on Google Classroom and some set on Tapestry.

#### **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, PSHE adaptations have been made with guidance from Jigsaw programme, music provision at home linked to the school's medium term plan has been adapted, PE provision at home has been adapted with resources from Get Ahead programme and video clips to ensure physical activity is suitable to the home.

## 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:

Reception pupils	Work is set on Tapestry with up to 3 hours of directed tasks, this also includes daily reading, phonics, Maths and Spelling Shed.
Year 1 pupils	Work is set on Tapestry and Google Classroom 3 hours of directed tasks, this also includes daily reading, phonics, Maths and Spelling Shed.
Year 2 pupils	Work is set on Google Classroom 3 hours of directed tasks, this also includes daily reading, phonics, Maths and Spelling Shed.
Year 3 – 6 pupils	Work is set on Google Classroom 4 hours of directed tasks, this also includes daily reading, phonics, Maths and Spelling Shed.

## Accessing remote education

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

- Tapestry
- Google Classroom
- Maths and Spelling Shed

## **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:

- School monitoring of online learning will identify any child who would benefit from the loan of a laptop/carver or parents/carers to contact the school if they require a laptop/chrome book to use at home, this will be loaned to them and a loan agreement signed.
- School monitoring of online learning will identify any child who would benefit from the use of Vodaphone data cards or parents/carers to contact the school if they require a Vodaphone data card to use at home.
- Paper copies of remote learning can be requested through the school office, weekly phone calls with teacher or specific children have been identified by the school to meet their specific needs. These are delivered to the home by the Pastoral Team.
- Children with specific needs, who are using paper copies for learning, will have work collected each week by the Pastoral Team.

## **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:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Google slides/Powerpoints to explain tasks
- printed paper packs produced by teachers (e.g. workbooks, worksheets) for children with specific needs.
- 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 children to engage in the work set for the allocated time dependent on age and work to the best of their abilities on all tasks.
- We expect parents to set routine to support their child's education and is manageable within their home environment and circumstances, to provide support with activities as needed and to liaise with the school.

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

- School staff will be checking engagement daily and keeping a register of who is accessing remote learning.
- School staff will ring children and parents weekly to talk to the parent and child regarding engagement in remote learning.
- Any concerns regarding engagement will be discussed initially on the weekly phone call and actions to overcome barriers will be put in place.

### **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:

- On Google Classroom/Tapestry staff will comment and provide feedback to improve work if needed.
- Work will be checked daily by school staff and feedback provided.

## **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:

- Differentiated work on Google Classroom/Tapestry will be provided for children if appropriate to their needs.

- Specific SEND programmes eg Lexia will be accessed from home
- Individualised provision is in place for EHCP children, who are not accessing school which could include Google Meet sessions with staff.
- Reception and Year 1 pupils will use Tapestry to access remote learning.

## **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?**

- The designated senior leader for remote learning – Mrs Winfield – will ensure that remote education offered is in line with the approaches described above if a child is self-isolating.