# 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?**

**Primary**: Each child from Year One to Year Six has been provided with a personalised work pack containing Literacy and Numeracy based activities, these were made available to collect from the school office. The remainder were hand-delivered. Class dojo is in place for Key Stage One and Two children, regular communication is in place, class teachers make regular contact and along with members of the senior leadership team. EYFS children are receiving learning tasks to complete practically at home via tapestry.

**Secondary**: each child was provided work, following their usual timetable, on Teams. This provision continued from a previous need for home-learning. Where digital devices not available students were provided with work on paper copies.

### 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, where the subject has a practical element, such as Food Technology, we have adapted the content so that children can still engage with the core knowledge they will need.

## 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:

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| --- | --- |
| Primary school-aged pupils | EYFS tasks are practical and therefore can be done with parents through play throughout the day with definitive timescale.  Key Stage One- 3 hours- to include phonics/ Literacy, Maths and topic based learning activities.  Key Stage Two- 4 hours- to include Literacy, Maths and topic based learning activities. |
| Secondary school-aged pupils not working towards formal qualifications this year | Work is set in alignment with children’s current timetable (5 hours of daily learning). In addition, there is a supplementary literacy exercise that all students are expected to complete, each morning, before starting their timetable of lessons. |
| Secondary school-aged pupils working towards formal qualifications this year | Work is set in alignment with children’s current timetable (5 hours of daily learning). In addition, there is a supplementary literacy exercise that all students are expected to complete, each morning, before starting their timetable of lessons.  In order to prepare for more formalised testing, KS4 students are provided with exam question practice and materials that relate to the relevant examination board in their area. |

## Accessing remote education

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

**Primary**: where possible, learning is online through Teams and Class Dojo. Where this is not possible, students are provided with printed work-packs to complete at home.

**Secondary**: all online learning is through Teams and students have been taught how to access, and use, the platform before lockdown.

### 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:

**Primary**: students have been provided with printed material to support learning. Where parents are unable to collect this work, it has been home-delivered. Where printed materials have been provided, parents return completed work to the school so that it can be marked by teaching staff. Online work is marked online.

Where internet connection/digital devices are a barrier, school is requesting information and will allocate devices once provided by the Department for Education.

**Secondary**: all students are working online. Where no suitable device is available in the home, school have provided a laptop that enables connection to the internet. All parents have been contacted and children provided for.

### How will my child be taught remotely?

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

**Primary**:

* recorded teaching made by members of staff
* online learning, via Teams and Class Dojo
* printed work-packs, and associated workbooks, for those without internet access.

**Secondary**:

* recorded teacher-voiced PowerPoints that are subject-specific
* recorded teaching provided by external agencies such as Oak National Academy lessons
* textbooks and reading books that pupils have at home
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
* Online learning, via Teams

## 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, across primary and secondary, all students engage with the full work set by the school.

Parents are required to support the school and their children’s learning through the application of routines and clearly-defined boundaries.

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

**Primary**:

Class dojo is regularly checked by class teachers, it is evident who has accessed and watched online learning materials.

Work is regularly checked and weekly phone calls are made to discuss what learning has taken place and to determine if any support is further required.

Children that do not engage will be escalated to a member of the SLT, resulting in a home visit if engagement does not improve.

**Secondary**:

* Work is set, and checked, daily. Students who do not engage will be contacted by their subject teacher and their parent/carer will be informed. Continued non-engagement will be escalated to SLT, resulting in a home visit if engagement does not improve.
* Some students will be requested to work, in school, in order to support their engagement. This will be at the discretion of the leadership team.

### 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:

**Primary**: individual feedback will be provided when work is summited via class dojo, celebration points are awarded for completion of work. If further support is required this will be given during the weekly phone call that they will receive from their class teacher.

**Secondary**: feedback will be provided daily, for each of their timetabled lessons, via Teams. Students are able to request support, via Teams, and subject teachers will respond accordingly.

## 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:

**Primary**: via weekly calls or contact via class DOJO . Pupils with EHCP requirements have been risk assessed and offered a place if deemed appropriate in support of their needs. Younger pupils with EHCP/SEN needs are further supported via differentiated learning opportunities and weekly support discussions with parents and via Tapestry software. Families have regular weekly and at times daily contact with staff to ensure they can support their children with home learning. We encourage parents in EYFS to share learning via Tapestry so we can engage and encourage praise in a collaborative manner.

**Secondary**: students have access to allocated keyworkers who will contact pupils weekly to offer support and guidance as well as liaising with subject staff. Teaching staff are being supported by the SEND team to differentiate work that is set remotely. Pupils in receipt of an EHCP have been risk assessed and offered placements in school where it is deemed more appropriate for them to attend. EHCP pupils working remotely will have contact with the SEND team either as daily or weekly support calls dependant on their needs.

## 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?

Students who are self-isolating are given workpacks to support learning in primary. In secondary, work is set on Teams and accessed from home.

Secondary students are also able to view some lessons ‘live’ from their home, through the use of their digital devices.

If the child has not tested positive, the expectations of them completing work is the same as for other children who are working remotely.

If a child has tested positive, their attendance shows them marked as ill and work will resume when they return to school.