



# **Remote Education: Information for Parents**

## **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?**

Learning resources which can be used in the first day or two of being sent home can be found on the school website and are linked to each year group. In addition, there will be preliminary activities available in the Google classrooms and where necessary if there is no access to technology at home, paper packs may be issued.

### **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 PE activities may be video based or have open ended suggestions for physical activities which can be completed safely at home with limited equipment. Where tasks require interaction between several people, this may have to be carried out in a different format within the google classroom than can be achieved in school. Specialist music lessons will not be possible due to a lack of access to instruments in some children's homes and swimming lessons cannot take place for those children learning remotely.

## **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 | 3 hours on average across them cohort<br>(This may be less for younger children) |
| Key Stage 2 | 4 hours                                                                          |

## **Accessing remote education**

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

We will be using Google Classrooms for the children to access their live lessons and to be set, submit and get feedback for learning tasks. This can be downloaded via apps onto tablets and can also be accessed via smart phones and games consoles such as Xbox and Playstations.

### **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:

- We will aim to issue laptops or tablets to children who may not have sufficient access to a device at home
- Where a child does not have access to a fixed broadband connection, we will aim to issue devices that are either internet enabled through a dongle or, send distribute 4G routers. It may also be possible for us to apply to increase mobile data allowances.
- Pupils can access printed materials in cases where there is no access to online platforms through contacting the school office. These will then be posted out to homes. Wherever possible however virtual learning will be the primary tool in order to enable children to interact with their teachers, classmates and to receive regular and timely feedback.
- Work that has been completed in paper form can be posted to teaching staff at the school for marking. Feedback will then be given in verbal form over the telephone following a period of decontamination.

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

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

- live teaching (online lessons) – this happens in all year groups at least once a day.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – these recording are used to enhance and add to the input that is given by our own teaching staff.
- Resource packs with practical resources to assist with tasks set for home learning – Foundation Stage only.
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

- Practical and creative activities designed to promote health and well-being

## **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 who are learning at home will be expected to attend every day and punctually as they do when they come into the school building to learn.
- We expect the same standards of behaviour within the virtual classroom as we do in our 'real' classrooms. Children will be expected to listen well to the adult presenting in live lessons, to respect both adults and their peers when answering questions and also to use appropriate language when communicating through the chat function.
- Children will be expected to complete the tasks that they have been set and to hand these in by the dates specified. If there are any issues with this, staff can be contacted via the chat function, private chat or the Google classroom emails.
- It is very important that children have the correct environment in which to learn and therefore, where possible should be in a quiet space when using the Google classroom and have eaten breakfast following a good night's sleep.
- Children will also need to keep to a routine wherever possible to help them to take breaks from the screen, get fresh air and exercise and to have healthy snacks and comfort breaks.

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

We will keep a record of and monitor pupils' engagement with remote education, contacting families to share concerns as required, but this will not be tracked on SIMS.

- The registers for the Google classroom will be checked daily and in the first instance text messages will be sent to parents where children do not attend. Should non-attendance continue, this may necessitate a phone call to parents -this will be a supportive call to see what difficulties there are and to offer assistance.
- Teaching staff will also keep a note of those children submitting work as there may be circumstances where it is not possible for children to join the live learning but they are nevertheless completing their tasks. This will be recorded as attending.
- We want all children to be able to learn successfully at home and will work with families to enable this to happen in the most productive way possible according to individual circumstances.

### **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:

- Children will receive feedback on their literacy work and numeracy work at least twice a week and will also receive a more brief comment on the theme work that they are completing.
- Feedback may be written or through a recorded voice comment where it relates to a task that has been submitted. There will also be verbal and brief written feedback from both teacher and TA during live lessons based on the children's contributions and comments may also be made where parents have posted photographs on the chat, Facebook or twitter feeds of their children's accomplishments.

### **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:

- Our SENDCo Mrs Parkes has communicated with all parents of children with either My Plans or EHCPs to discuss a place in school and/or the ways in which their child's needs can be met through remote learning. Specific interventions can be delivered via 'break out' rooms in the Google classroom which allow for small group or 1:1 work to take place. Video sessions can also be used for certain intervention such as attention autism and lego therapy. In addition, class teachers will set work that is appropriately differentiated for all children, including those with additional needs.
- Foundation stage children have been given packs to assist their remote learning which include physical resources which will assist them in completing the tasks that are set through the Google classroom. The live lessons are delivered in a more interactive and practical way to enable greater engagement for those children who are younger and have shorter attention spans. Communication with parents is key and staff will maintain excellent lines of communication to assist parents in practicing and consolidating skills that have been taught through the virtual classroom.

### **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?**

In the event that children are self-isolating during a period of school closure, then their learning will be carried out through the Google classroom in the same way as all other remote learners. Where a child is isolating when all other children have returned to school then they will receive a work pack with pre-printed materials to support their learning at home. Staff will provide feedback for work

that has been completed and returned to school verbally through a phone call, after a period of decontamination has taken place.

If a child is isolating due to a positive test result and is unwell, there will be no expectation for them to complete learning tasks as would be the case with any other absence due to illness.