

## **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?

If it is necessary to close a bubble then the children will be provided with work which will link to the child's year group national curriculum expectations.

Any tasks set will be meaningful, ambitious and sequenced in such a way that enables the children to develop skills and knowledge incrementally and will include clear objectives for each subject in the unit of work.

As a minimum the units of work will include: Daily English and Maths learning and links to video lessons where appropriate.

Where appropriate teachers will send links to video lessons in English and Maths from the Oak National Academy, BBC Bitesize and White Rose Maths.

Objectives will be from the child's year group national curriculum expectations but not necessarily linked to their current learning as we are aware that parents and carers may need current learning to be adapted for learning at home.

English should include reading, writing, SPAG and handwriting. All children should continue to read as much as possible and to be able to "read between the lines" developing their inference skills to talk about what might happen next or to describe a character.

Maths work should include fluency, problem-solving and reasoning. All children should continue to work on their times tables.

A weekly Science lesson and Topic work- where possible, linked to the children's current learning and building on skills and knowledge already taught.

This learning will include clear objectives and links to quality resources. Where possible, these will link to the children's current learning.

Physical activity (ideas for how to stay active during their time at home) If the class teacher is well, the teacher will set a morning time for children to log into Seesaw for a daily live session. During this 10 minute session the teacher will greet the children and outline the day's learning. Children will hand in work using Seesaw and the teacher will provide feedback using Seesaw. Where it would be useful teachers will record themselves modelling an activity to support home learning. This video will be available on Seesaw.

Parents & Carers can message the teacher for advice using Seesaw. School will work with the families of children in Reception and Year 1 using Seesaw and if families have any difficulties, we ask them to contact school either through Seesaw or by telephone/email the school office.

**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.

**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:

Primary School pupils	<p>The Government has set guidance at 3 hours a day for primary aged children.</p> <p>Parents and Carers are best placed to see how their child is coping with home learning and we understand that parents working from home have the demands of their own work running alongside their desire to support their children with home learning.</p>
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## **Accessing remote education**

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

Seesaw – all children have a sign in and password. If you have any problems please contact the school office.

### **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 have worked with our families to identify children who do not have access to digital learning and have lent devices to pupils.

Families are asked to keep school informed of any difficulties they may have and school will do everything it can to help.

- Printed materials are sent via siblings who are in school or are posted. Alternatively, if restrictions allow, materials can be collected.

Teachers will make every effort to contact families who do not have online access and are available to give feedback over the phone

### **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)
- 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
- 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)

## **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 understand the difficulties families can experience when trying to juggle home learning with other commitments.

However, ideally if possible we ask that parents support their children by logging into Seesaw and ensuring children complete the activities set by the teacher each day.

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

Teachers keep a register of children engaging with home learning and if a child is not present in Seesaw or submitting work families are contacted initially by text, then phone or via Seesaw.

## **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:

Feedback will be provided via Seesaw. Teachers will endeavour to mark work submitted daily. Families should be aware that work which is below the standard the teacher expects will be returned for the child to improve and re-submit.

## **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 with parents and carers and listen to any concerns they may have over home learning. Teachers will adapt plans as necessary and provide additional contact if possible.

## **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 an individual child or small groups of children need to isolate then these children are entitled to a curriculum which mirrors as closely as possible the learning taking place within their class.

Teachers may adapt the home learning to best needs the needs of pupils who are isolating.

Class teachers will use Seesaw within their normal teaching and will use this remote learning platform to deliver lessons according to their weekly plan.

Teachers will upload resources onto Seesaw for isolating children to access.

The remote learning resources may include: Links to English and Maths lessons on BBC Bitesize, the Oak National Academy or White Rose Maths. The objectives will be the same as those being covered in class that week.

As far as possible, science, history, geography/chosen foundation subjects will also link to what the children would have been learning in class.

Progression in knowledge documents for subjects covered will support parents and children with some of the key knowledge and vocabulary.

The remote learning plan will include objectives and also specific activities the children can carry out. It is anticipated that children will be able to type directly into Seesaw, hand in work and receive feedback from their teacher. Where appropriate, paper copies of the tasks will be available for children without access to a suitable electronic device or connectivity. All children, regardless of access to IT, will be provided with a 'Home Learning' exercise book. It will not always be possible for teachers to provide live lessons for individuals if they are also teaching children who are in school. However, every effort will be made to release the teacher if staffing limits allow to ensure this can take place.