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?

- *immediate remote learning (paper) packs ready*
- *Google Classrooms already set up*
- *Wellbeing video (e.g story) pre-recorded, ready to post onto Google Classroom*
- *Home learning padlet prepared for EYFS.*

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?

- All schools will deliver some of their learning on their chosen digital platform
- Should include live or recorded teaching
- Be well planned, sequenced and linked to the school curriculum
- Should be differentiated to suit the learning needs of all students.
- Has clear instructions and explanations to enable students to complete the work independently.
- We are committed to providing the same quality of education via home learning as we do in schools.

The work should be a mix of:
- Reading for pleasure
- Practical/ written exercises
- Retrieval/consolidation
- Research and investigative work
- Learning facts and new vocabulary

Work set over a week will combine a range of activities and formats. They may include:	Foundation stage children will have a range of interactive activities exploring our world, our families and the arts. This may include:
- Reading activities - Phonics - Spellings - Writing - Story time - Maths - Science - Creative activities	- Phonics - Reading - Writing - Stories - Mark making/handwriting - Maths - Physical activities - Creative ideas - Play opportunities

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-aged pupils	3 hours- KS1
	4 hours- KS2

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

FS- Tapestry and Padlets

Y1-Y6 Google Classroom, Google Meet

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:

- how you will issue or lend Chromebooks to pupils, and where parents or carers can find more information
- Devices will be available to collect from schools via pre-arranged appointments. Schools are currently monitoring students usage of Google Classroom, Tapestry and other resources to see which children are engaging and the senior leadership team are calling home where it is felt a child may not have appropriate access to a device. Parent shave also been informed via Newsletters and other school communications to get in touch if they have do not have sufficient resources at home.
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information - *When devices are distributed parents will be asked if they have a good internet connection. Where they do not the school has access to DfE dongles and can support parents in increasing mobile data through the new internet data scheme.*
- how pupils can access any printed materials needed if they do not have online access
- Paper packs are available to collect from school from 9am Monday morning. Staff are encouraging greater use of online learning to avoid parents having to come to school to collect work.
- how pupils can submit work to their teachers if they do not have online access - *Some children are able to send photos of handwritten work to teachers to allow for marking. Where a child has absolutely no provision to a device or internet, and school cannot enable it, students can by prearranged appointment drop work off at school.*
- vulnerable pupil status
- The senior leadership team have worked tirelessly since the becoming of the new national lockdown to identify any pupil premium, EHCP or school identified vulnerable child to ensure they have access to devices, internet or alternative resources as necessary.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:

We use a range of approaches to teach pupils remotely as listed below:
- Daily Google Meet registration and check ins (Y1-6)
- Wellbeing Google Meet once a week
- Weekly Zoom meeting for children in reception learning from home
- We mirror the school timetable
- We use pre-recorded sessions

What websites do you use?
- Active Learn (Bug Club, SPAG)
- Picnic on Pluto (phonics)
- EPIC reading
- Lexia
- Spelling Shed
- Numbots
- Times Tables Rockstars
- Oak Academy
- DfE Letters and Sounds YouTube channel

What non screen learning do the children do?
NB. This varies due to activity and topic
- Art / DT
- PE (mixture of YouTube lessons provided by Total Sports, Cosmic Yoga, Joe Wickes and physical challenges set by teachers)
- KS1 children produce hand written work for foundation subjects and writing.

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?

- *expectations for pupils' engagement with remote education*
  - Pupils in Y1-6 are expected to attend their daily Google Meet at 9am. A register is taken and children who do not attend receive a follow up phone call.
  - Pupils share Maths and English work (including SPAG and phonics) with their class teacher. Ideally this is via Google Classroom or Tapestry, but could also be via email.
  - In cases where pupils are unable to share work electronically (or where feedback can not be given online), paper packs can be handed into school at an agreed time.
  - Children are expected to submit daily Maths and English work, Science and at least one foundation subject work every week.
- *expectations of parental support, for example, setting routines to support your child's education*
  - ensure your child is out of bed, dressed, and ready to engage in their Google Meet and /or learning every school day.
  - establish a routine at home that best mirrors the school day, taking into account the needs of all family members.
  - support your child to submit work to their teacher every day
  - support your child to act on any feedback given on their work: corrections, edits and improvements may need to be made.
  - praise your child for the effort the make and recognise that they may work differently at home than they do at school.

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

- Staff use a daily log to record work submitted by each child in their class.
- The daily log feeds into a weekly engagement register where engagement levels are RAG rated:

  Green – work submitted daily / Yellow – most work submitted, most of the time (no concerns) / Red – little work submitted throughout the week (cause for concern).
- Any child rated 'red' on a Friday will receive a follow up call from SLT on a Monday.
- During the week, class teachers will monitor engagement and check in (via email or phone call) to offer support when there are concerns.
- Any child who does not attend their daily Google Meet receives a phone call (currently from the head teacher).

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:

- Work posted onto the Google Classroom stream is acknowledged by staff and positive comments made. Where appropriate, staff give feedback to progress learning – corrections, edits and improvements may be required.
- In KS2, children will receive feedback on assignments submitted via Google Classroom. For pupils in LKS2, this is in development as computing skills are being taught in weekly lessons.
- Pupils can choose to submit work via their own or their parent's email to the class teacher. Staff will respond directly.
- Where there is no alternative, children can hand in their paper packs on a Monday morning and receive them back, marked, the following Monday.
- The level of feedback given is dependent on the activity and the pupil. More in depth marking will be in place for writing activities. If a teacher identifies a specific gap or misconception in any area of learning, they will address this immediately.

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:

How you work with families to deliver remote education for pupils with SEND:
- children with an Education, Health and Care Plan (EHCP) who are not in school will receive support from school (SENDCO/class teacher) to work towards achieving outcomes set in the EHCP (where appropriate). This may take the form of any of the examples of remote teaching approaches outlined above
- children with an Education, Health and Care Plan (EHCP) who are not in school will receive weekly 'check-ins' from school (SENDCo/classteacher)
- schools will always have an available school place for children with an EHCP, though recognise that parents may choose to educate their child at home.
- Children with My Support Plans (MSP) will be supported by class teachers as outlined above. In addition, class teachers may provide bespoke learning packs and additional resources to support parents working with their children towards outcomes set in the MSP. The school SENDCo will discuss with parents and the class teacher options for reviewing MSP outcomes. This may be through a virtual review meeting, or as part of engagement and feedback as outlined above.
- The school SENDCo will continue to liaise with outside agencies and, if possible, facilitate virtual meetings as and when required.
- All children on the SEN register will have weekly check-ins from the class teacher; additional provision may also be put in place as needs require. This may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan

- for younger pupils, measures as outlined above and also additional bespoke support which may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan

How you work with families to deliver remote education for younger pupils, for example those in reception and year 1:
- Google Classroom is used by staff to share resources and videos.
- Evidence of learning and feedback is given via Tapestry for reception pupils. Y1 children post onto Google Classroom or email work directly to their class teacher.
- Prerecorded videos lead children through their learning – to support parents and to build independence.
- Padlets supplement the weekly learning timetable to provide a range of ongoing websites and activities that can be enjoyed by children at home and in school.
- Reception children who are not in school attend a weekly Zoom meeting, led by the class teacher and TA (facilitated by parent). The meeting is a mixture of show and tell, story and wellbeing activities.
- Children in Y1 attend daily whole class Google Meet sessions to register. They have a weekly wellbeing Meet as a year group.
- Paper packs are available for parents to collect each Monday. Whiteboards, pens and counters have also been sent home to children in reception.
- Where necessary, school reading books have been sent home to support with phonics and reading.

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?

Scenario One	Scenario Two	Scenario Three
Children who are absent awaiting a Covid test result or a member of their household is awaiting one	Children who are isolating for 14 days, eg Quarantining from a trip abroad Close contact with a positive case	A whole class/large group/bubble is closed. Tier 4 restrictions in place.
• Office staff speaks to parent and confirms passwords for online learning: IXL (Maths and SPAG) TTRS and Numbots (Maths), Active Learn/ Bug Club (Reading), EPIC (reading). • Office staff remind parents that child needs to check Google Classroom/ padlet for current work posted by class teacher. • Teachers post work on Google Classroom where appropriate (e.g. SPAG tasks, math sheets) and in line with current class work. • Class teacher makes contact with parent later that day. • Reception teacher has shared padlet for half term with parents.	• As per scenario one for days 1-2 to provide class teacher with time to convert weekly planning to home learning. • Teachers' planning is such that it can convert to home learning easily. Teacher to adapt planning and provide learning and resources on Tapestry (EYFS) or Google Classroom. • If there is only one child in the class isolating for 14 days, teachers may choose to continue with planning for whole class and to communicate learning on an individual basis via email. • Teacher makes wellbeing calls at least twice in the 14 day period. Where appropriate, teacher speaks to pupil as well as parents.	• Paper packs sent home for one week, including SEN packs for individual children. • Chrome book loaning system used in March to be implemented again: user agreement forms and letter to parents prepared. • Updated parent handbook shared on day of closure. • Weekly timetables and work posted on Tapestry/ padlets for EYFS and on Google Classroom for Y1-6. • Check in/ contact records for staff to complete and record communication with families. • Resource bank sheet shared with all parents, outlining key websites for online learning. • Teacher makes wellbeing call at least once in the 14 day period. Where appropriate, teacher speaks to pupil as well as parents.
Teacher who is absent awaiting a Covid test result (but are well enough to work) • Ongoing work to be completed and specific tasks set by head teacher • Expectation to virtually attend and contribute to any staff meeting or briefing. • Planning and resources to be ready each week by 4pm on a Friday and saved centrally. • Where appropriate, teacher could virtually teach/ make contact with class (i.e direct tasks/ read story) • Cover plan in place: HT or HLTA to cover KS2, HLTA to cover bubble 1.		

Platforms Used
- Early Years: Tapestry and padlets
- Y1 – Y6: Google Classroom