

## 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.

See also the Remote/Blended Learning policy available on the school website.

### The remote curriculum: what is taught to pupils at home

**What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

At the start of each week, work is uploaded to Google Classroom which reflects the intended learning to take place in school. Children can immediately access their work through their Google Classroom accounts, should they be sent home to self-isolate. Where possible, links to teaching videos (e.g. Oak National Academy, White Rose Hub, BBC Bitesize etc.) are added to support learning.

**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, shared writing activities and partner editing are activities more suited to school, therefore home learning may focus on grammar or language activities which will support the writing on return to school. Also, PE activities may focus on daily exercise or practising skills at home as opposed to playing full games.

### 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 2	The minimum government expectation is 4 hour of work per day.
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However, 4 hours per day, does not necessarily equate to 4 hours of screen time. Some activities may be introduced on screen, but children may then work off screen to complete the activities. It is important that families find a method that suits their own circumstances. It is also understood that some children may be able to sustain this length of learning time, and others may struggle and will need more support. There are a range of abilities in each class across the four years of Key stage 2, therefore it is understandable that some children will also work faster than others. We do ask, however, that maths and English tasks take priority in order to support ongoing learning and progress.

## **Accessing remote education**

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

All children have a Google Classroom username and password, which allows content, and tasks to be uploaded. Children log in to their 'classroom' and access the work for the day/week. Useful links and learning videos are included to support learning. Children complete work using Google sheets, Google Forms etc and 'Turn In' work to their teachers. Children are also able to upload photographs of work if necessary.

Maths and English work will be tailored to a range of abilities within the year group and there may be specific links and activities, that are not shared with the whole year group.

Children can access their classroom and the learning materials at any time during the day to suit family circumstances.

If children have forgotten their login details, the school office can re-send.

### **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 a limited number of chromebooks available for loan through the government 'Get Laptops for children' initiative. In the first instance, priority will be given to families in receipt of Pupil Premium funding who are finding it hard to access remote education. We will also support families where there is limited access to devices and especially where there are two or more children who attend our school.

Parents are encouraged to contact the school if they need support with devices and complete a device loan agreement. Sometimes the school may contact parents if we feel that additional support may be needed.

Parents can also contact the school, if they do not have access to broadband and would benefit from increase in mobile data through their mobile phone providers or to access 4G routers. Staff will go through the eligibility process and data privacy agreements, before passing details on to the DfE.

Parents can request paper copies of work for their child to complete if they do not have access to online learning or would rather complete the work in this medium. Work can be dropped off at the school office to be marked and new work collected at the same time to ensure staff are aware of pupil progress and can offer support. Requests should be made to the class teacher via the school office. If parents need additional support with handing in or collecting paper copies of work, they are asked to call the school office.

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

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

- A range of quizzes, activities and tasks for all subjects
- recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, White Rose Hub etc.)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (TT Rockstars, Charanga, Scratch, etc).
- Some children may have access to specific sites e.g Lexia to support additional areas of need.
- There are also other sites and activities listed [here](#) that children can use to further develop learning in other areas of the curriculum.

## **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?**

Parents are once again facing the challenge of balancing working from home or managing their home environment with home-schooling children. Often devices are shared and learning remotely for children at home who are of different ages and often in different schools can also present challenges.

As years 3- 6 has children ranging in age from 7-11, we would expect different degrees of parental support, depending on the age and the ability of the child. Many of our older or more independent children can access much of the work with very little adult support or interaction. One size does not fit all and each day differs from the next therefore parents must organise a schedule that suits their needs and family situations to support the children in their learning and maintain wellbeing. We would ask that parents contact the school if they have any concerns.

We expect all pupils to engage in remote learning, whether online or on paper. Children should try to complete all the maths and English work and 'Turn it in' to the class teacher. Maths and English should be done in order of date as often, the day's work builds on previous learning. Children will be expected to also complete or at least attempt the other curriculum work set so that they have access to the overall KS2 curriculum.

Work is scheduled daily, however children can complete the other curriculum tasks in any order and hand in by 5pm on Friday to give teachers time to mark ahead of the following week and make adjustments to the planned work, where necessary.

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

Teachers in your child's year group will check work daily to see whether children are engaging, although marking and feedback may not necessarily be done by your child's class teacher.

Through monitoring of work, where engagement is a concern, teachers will call home to find out if there is any additional support that can be offered.

## **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:

Often, work will have a comment or a task for your child to respond to. Sometimes children will be asked to edit work, or in a few instances, re-do work. Teachers may also adjust some tasks given to certain children in response to their understanding. Sometimes work may just be given a score. Sometimes whole class feedback is shared via the stream page of Google Classroom.

There is often individual dialogue with the class teacher via the comments section of work handed in where children (and sometimes parents) can share and respond to feedback or ask questions. Sometimes, the class teacher may pass on comments or queries to the Senior Leadership Team, where appropriate.

## **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:

- Work is adapted and sometimes completely different to others in the year group – some children will have different links and activities for maths and English for example.
- Families can contact the class teacher and the SENDCo for additional support and guidance in order to access remote education or continue to liaise with other outside agencies for support where necessary.

## **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?**

As work is uploaded at the start of the week, children will be able to access content in their Google Classroom at any point during their isolation. Families can request paper copies of work. However, it is important that children should only access work if they are well enough to do so. During the isolation period, the class teacher will mark work regularly and at least weekly. Class teachers will not be expected to mark work daily. They will call home at least once during the 10 day isolation period to check in with your child.

If your child needs additional adaptations to the work, there may be a delay of a day in the work set in order for the class teacher to upload the adapted content and links, especially for the maths and English. Your child may still be able to access the other curriculum activities in Google Classroom in the meantime.

Children who are vulnerable and/or on the SEND register may be called by our SENDCo in addition to or instead of the class teacher where appropriate.