

Remote Education Information for Parents

January 2021



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 the school is not able to facilitate learning as described below, during the first couple of days, parents will be signposted to Oak National Academy.

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, art lessons may be adapted so that materials are more readily available at home or may be blocked for pupils after they return to school.

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 / EYFS	A minimum of 3 hours
Key Stage 2	A minimum of 4 hours

Accessing remote education

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

KS2- Google Classroom, Times Tables Rock Stars, Purple Mash

All pupils in EYFS, KS1 and KS2- Spelling Shed, Purple Mash, Mathletics

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:

KS2 pupils

- Where pupils in KS2 do not have access to a suitable device, the school will endeavor to lend the pupils a laptop.
- An IT audit will take place at the beginning of a partial closure to determine which pupils might not be able to access Google Classroom. Parents should contact the school if the school has not approached them and their child is not able to access the platform.

KS1 Pupils

- All resources and lesson plans will be available from the class pages on the school website. Activities will mainly be planned (wherever possible) so that printing of sheets is not required and exercise books will be made available for all pupils (these can be collected from the school office). Reading books will be sent home for pupils at the beginning of a period of closure and after that, a collection of books will be made available at the school for parents to exchange them.

EYFS

- All pupils will receive a 'learning pack' with paper resources, and exercise book and other materials such as scissors and glue sticks. Activities will mainly be planned (wherever possible) so that printing of sheets is not required and exercise books will be made available for all pupils (these can be collected from the school office). Reading books will be sent home for pupils at the beginning of a period of closure and after that, a collection of books will be made available at the school for parents to exchange them.

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)
- Reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (particularly White Rose Maths)

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?

KS2

In Key Stage 2 it is expected that every child completes all of the set online learning tasks and submits the relevant work for each task. It is expected that every pupil uses Mathletics, spelling shed and TT rocks stars and reads independently, in addition to the set tasks.

We expect parents to:

- Help their child in getting into good routines and a structure to the day to ensure they access the learning promptly and for an appropriate length of time.
- To support pupils if they are having technology issues and to help them access planned live lessons or meetings
- Respond to individual communications from teachers regarding their child's learning.

KS1 and EYFS

In EYFS and KS1 it is expected that all pupils will complete all of the tasks set by the class teacher and in addition, will read regularly with a parent. There are additional learnings opportunities through Spelling shed (KS1) and Mathletics.

We recognise that parents may be juggling their own work load but we know that our younger pupils will not be able to access the learning independently. Parents will need to open any remote content for pupils (e.g. videos from the class teacher or links to commercially made videos), encourage them to be as independent as possible but support independent tasks where necessary.

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

- In KS2 teachers will check pupil engagement in tasks daily and give feedback to pupils where appropriate, via the Google Classroom.
- In KS1 and EYFS, parents can email photos of children's work via the class email address.

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:

- In EYFS and KS1 teachers will respond to work submitted to the class email address.
- In KS2 teachers will assess and give feedback in a number of ways:
 - Through specific comments to individual pupils on the Google Platform
 - Setting quizzes
 - Whole class written feedback Google Classroom or in live lessons.
 - Uploading answer sheets to the previous day's work.
 - In Mathematics, work is automatically marked.

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:

- Regular phone calls to families from the school SENCO, Sophie Levey.
- Additional phone calls / zoom calls with SEN pupils with teachers and support teachers.

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?

Families will be directed to the Oak Academy website so that they can access the learning materials for their year group. Exercise books, writing materials and reading books will be supplied. Where required, laptops will be lent out to families for the period of the child's isolation.