



Remote education provision: information for parents/Carers

This information is intended to provide clarity and transparency to pupils and parents/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?

Children who are sent home will have work set on Seesaw or Tapestry within the first day and as soon as practicably possible. As teaching staff are usually also teaching in school, this may not be as timely as we would like but will usually be by lunchtime on the first day. If the children are sent home from school during the day then they may be sent home with paper copies of work to be completed or finished at home.

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, there may be some curriculum areas and subjects where the provision in school cannot be replicated remotely or at home. An example of this might be music, PE or practical elements in other subjects. We endeavour to ensure parity between school and home whilst recognising it is impossible to completely replicate teaching and learning that happens in school.

Accessing remote education

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

EYFS use Tapestry to deliver teaching and learning activities for the children to complete. This is found at <https://tapestryjournal.com/> Parents of EYFS children have a log in for this website.

Key Stage 1 and 2 use Seesaw as the primary way of deliver learning. This can be found at <https://web.seesaw.me/>

This learning will be supplemented by using Microsoft Teams for any live element to remote provision. <https://www.microsoft.com/en-gb/microsoft-teams/log-in>

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 chosen our online platforms carefully and have opted for a solution that can be used on many different devices which will hopefully support children to have access more easily.
- We identify children who do not have any devices at home by careful monitoring of engagement and follow up phone calls to parents/carers. We are able to support some of these children by loaning out laptops. We prioritise children who are eligible for Free School Meals or are in receipt of Pupil Premium funding. We then look at family's individual circumstances and use this information to prioritise families further.

Where we are unable to provide a laptop and they are isolating, then we will provide printed materials for pupils to use. If they are not isolating and school is providing critical worker and vulnerable children provision, then the school will consider inviting the child to attend school. Many factors will be taken into consideration and the most appropriate approach will be discussed with the parents/carers.

Where printed work is provided, parents can submit children's work weekly by dropping it into the office. The teacher will look at the work and provide appropriate feedback.

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:

Reception/EYFS	Up to 3 hours per day, recognising that children in the younger aged year groups may not be able to concentrate for long stretches of time. Therefore, the amount of lessons and activities may differ accordingly. Teachers may also set an expectation of ongoing work that should be carried out each day such as 10 minutes daily reading or phonics work.
Key Stage 1	An average of 3 hours, recognising that children in the younger aged year groups may not be able to concentrate for long stretches of time. Therefore, the amount of lessons and activities may differ accordingly. Teachers may also set an expectation of ongoing work that should be carried out each day such as 10 minutes daily reading and spelling or times tables practice.
Key Stage 2	4 hours per day. This will include teacher input via recorded videos as well as independent work. Teachers may also set an expectation of ongoing work that should be carried out each days such as 20 or 30 minutes daily reading and spelling or times tables practice.

How will my child be taught remotely?

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

- activities and lessons posted on Seesaw or Tapestry, where children complete the work online or respond by submitting/uploading their work
- recorded teaching (video/audio recordings made by teachers) or attached to a PowerPoint
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- ongoing work for practice of key skills
- a selection of extension or complementary learning tasks that children can select from if they finish work or have more time.
- some live 'check-ins' or sessions with the teacher via Microsoft Teams which may include opportunities for discussions, reading a story and feedback etc.
- Links to national support televised programmes such as '*Oak National Academy*' and BBC Bite sized

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect children to engage in learning on a daily basis and ask parents to support this.

We recommend that children have a clear daily routine to support their learning, however we understand that this will look different depending on individual family circumstances. We expect children to work independently where possible and recognise that parents will not be able to work with their children on all activities and lessons.

We have carefully selected a remote learning approach that means that there is not a heavy reliance on streaming live content at specific times. This is a conscious decision to support our families and we hope that it will facilitate the sharing of devices and also help manage internet bandwidth issues within the home during certain times of the day. There is evidence-based research which supports our approach, recognising that live lessons often do not provide the best learning opportunities, especially with younger children.

We hope that our approach will facilitate high engagement and we therefore expect daily completion of tasks and lessons.

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

Teachers monitor the learning that takes place remotely through Seesaw and Tapestry on a daily basis. Teachers will prompt children and parents through the learning platform to encourage engagement and to seek to establish whether the child needs help with work. Subsequently, teachers will contact parents on a weekly basis via telephone if their child has not engaged sufficiently with the learning opportunities provided. (This will sometimes be from a withheld number if the teacher is working from home). We will also have live sessions with pupils through Microsoft Teams.

If your child is struggling to engage and work independently, please contact the school for support and suggestions.

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:

Teachers are available to mark and feedback on work submitted online and this usually takes place on a daily basis. Feedback will be appropriate to the task and will include oral feedback, written comments, 'likes', video feedback and where appropriate will include what the pupil can do to improve their work further. Some feedback will be whole class and may be posted as a whole class announcement.

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:

- The SENDCo will contact families of children with EHCPs and discuss any individualised plans that may be needed and make suggestions about routines and ideas for work that does not require the use of a device.
- For other SEN children, work on Tapestry and Seesaw will be differentiated according to the needs of specific children where appropriate and when required.
- The SENDCo will monitor the provision being given by teachers for SEND children.
- We encourage parents to contact us to discuss any concerns or difficulties they are experiencing.

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?

Where a child is self-isolating and their peers are still being taught in school, work will be posted onto Seesaw and Tapestry to complete. There will not be a live element to teaching or recorded input for lessons as if the teacher is in school then they are not available to do this. Work set will still be as closely aligned to the curriculum in school as possible and will include a range of subjects. In some cases, 'Oak National Academy' lessons or other resources may be used to ensure that their lessons are well sequenced and meaningful especially where it is felt recorded video teacher input is needed. The class teachers will decide the approach that they feel will give the best learning outcomes for your child. Feedback will be given, but this will not take place during the school day and may not happen daily.