

## **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?**

Pupils will have access to activities linked to their normal curriculum on the website or on Teams. Where pupils have been in school immediately before being sent home, they may be provided with a paper pack of activities or workbooks.

#### **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, in subjects where teachers are unable to provide daily work due to absence or the curriculum cannot be supported without equipment that can only be found in 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 2	4 hours – following government guidance
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Key Stage 3 and 4	5 hours – following government guidance
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## **Accessing remote education**

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

Pupils will use Teams, which can be accessed via the Teams app or Office 365, and ePraise. Other online education resources used by school include My Maths, SPAG.com, Maths Watch and PiXL Times Tables and Vocabulary apps. All links to remote learning can be found on the school website.

### **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:

School laptops will be loaned to pupils who have no devices to access remote learning. A form will be issued which parents can complete to request a device at the start of any remote learning programme. Parents can also contact the school reception to ask about devices. Unfortunately, we only have a limited number of devices.

Parents will be informed when their device is ready to be collected and will be able to collect devices from school. They will be expected to sign and abide by our acceptable use policy. Requirements for internet access will need to be discussed to see if school is able to support.

If pupils need paper copies of work, parents should contact the school reception. Work completed on paper can be brought into school by parents if they do not have online access.

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

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

- 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

## **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?**

Pupils are expected to attend all live lessons and tutorials. Any recorded learning can be completed according to the timetables issued by teachers, or whenever is more suited to families if they are sharing devices or pupils need a break from their devices.

Parents should support by setting routines and expectations around learning and break times. They should be familiar with the timings of the live lessons. Parents should also monitor their child's time on their device and their mental health and wellbeing.

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

Registers will be taken each day during the live morning tutorial. Teachers will monitor all attendance at live lessons and will check that any work expected to be uploaded has been completed and returned by the deadline set.

The parent of any pupil not attending the live tutorial in the morning for registration will receive a telephone call from the Behaviour and Wellbeing team after 9.30am. If a pupil does not attend a live lesson, teachers will send an ePraise message to the parent and child. After two days of a child regularly missing live lessons and not sending in work, tutors will telephone parents to discuss this. Parents should ensure that they inform school if a pupil is ill and is unable to work, or if they are having problems with devices or connectivity.

Pupils who are not completing work or attending live lessons even after contact from their tutor, will be contacted by the Phase Leader or Behaviour and wellbeing team.

At all points, we will be supportive of pupil and family wellbeing, while enabling pupils to access and achieve in their learning.

## **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 consist of regular whole class feedback, quizzes, personalised feedback through Teams rubrics, ePraise messages, small group live feedback and support sessions and RSA points.

Feedback may look different in different subjects as appropriate to the type of work set, and the frequency of feedback will differ depending on the amount of time timetabled for that subject. Pupils do not need to receive feedback for every piece of work they complete. For example, some activities may lead up to/support a piece of work to be submitted for feedback at a later time as directed by the subject teacher

## **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:

All teachers plan and deliver inclusive lessons where all pupils, including those with SEND, can succeed. This could include differentiated activities, targeted strategies (such as questioning) and additional support (such as coloured overlays).

For pupils who receive additional interventions in school, the Achievement Assistant team will continue to contact pupils in small groups or 1:1 to provide academic and social and emotional support to enable all pupils to thrive while learning from home.

For a small number of pupils, the Achievement Assistant team will provide some alternative curriculum materials and resources to ensure they continue to make progress in line with their academic potential.

Pupils with an Education, Health and Care Plan are eligible to attend school if they wish. Those pupils with an Education, Health and Care Plan who do not attend school will still receive an adapted delivery of their special educational needs provision (detailed in Section F).

Where families have concerns or questions, they should first contact their class teacher or form tutor. Mrs Edwards is also available for families should they wish to discuss anything with her.

## **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?**

Self-isolating pupils will have a morning tutorial/assembly session to set them up for their learning for the day. Any issues will be forwarded to the appropriate teacher by the teacher in charge of the tutorial.

Pupils will receive a paper pack of work and will be sent other work, in line with what their class is completing, via ePraise or Teams, where possible and appropriate - teachers will be teaching their classes all day so this will be dependent on the work being able to be set online and teacher time. Pupils can contact their teacher via ePraise.