



*Like the phoenix we  
Rise to our challenges  
Strengthen our Learning and  
Shine in our community*

## **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?**

The Curriculum from the first day of closure will focus on Maths and English. This will be uploaded to goggle classroom/Tapestry

**Following the first few days of remote education, children will be taught broadly the same curriculum as they would if they were 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:

Reception	3 hours a day
Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

## **Accessing remote education**

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

- EYFS will be accessed through Tapestry
- Key Stage One and Two through Google Classroom
- Reading Books will be accessed through Bug Club, Active Learn and Oxford Owl

## **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 bank of laptops that we can loan families (80) Laptops will be loaned one per family initially to ensure that each family is able to access a device

We have sim cards and BT Hotspots that we can provide families to enable internet access

We will support families to access our online platforms. We will provide individualised support to talk through step by step how to access our platforms. We also have a bank of how to guides both in written and visual form.

If families are still unable to access the remote learning through google classroom and when all of the above have been explored then we will make accessible printed materials which can be posted from school or picked up from our school office.

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

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

- Online lessons - This may be live streamed or recorded by our teaching staff-mainly in maths, reading, writing and phonics
- Small group conferencing-for example to teach reading or writing or to provide feedback on learning
- printed paper packs produced by teachers (e.g. workbooks, worksheets)-This is only for children who are not able to access the learning through our remote learning platforms.
- Powerpoint presentation-sequencing of learning. This will be used to scaffold some of the children's learning. However, the preferred approach will be live/recorded lessons.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (The sites mainly used to support children's learning will be The National Oak Academy, White Rose Hub Maths Materials)

## **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 need to ensure that if possible that children have a quiet space to work
- Children must be encouraged to follow the class plan for the day
- Children must be logged into their daily class registration-this is an opportunity for Teachers to review the learning from the previous day and talk about the learning for that day. The children are also able to see their classmates.
- Parents should support children in planning their learning for the day, ensuring they attend any live/recorded lessons and ensure that they upload learning each day

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

- The teachers will check daily that children are engaging in the learning
- If children do not attend registration and/or do not hand in learning for the day, teachers will telephone families to talk about the reasons for this-if there are any barriers to learning and what we can do to support.
- Parents should ring the school if their child is unwell and unable to complete the remote 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:

- We use a number of approaches including verbal feedback, conferencing (working with a small number of pupils to further develop understanding), feedback comments on work.

## **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:

#### Children with Education Health Care Plans (EHCPs)

- Learning is differentiated to their attainment level (replicating standard practice in the classroom)
- TAs attending daily registration with the children
- Phoning or virtual meetings with children or parents at different times during the week to give individual support with their learning
- Providing printed materials, if required due to the needs of the child
- Providing resource packs to support fine motor and gross motor skills, which are exchanged regularly
- Providing resource packs for parents to support their child's Speech, Language and Communication. Videos are provided by the SEN team to further support parents.
- Help in supporting with uploading printed work

#### Children at SEN support

Learning is differentiated to their attainment level (replicating standard practice in the classroom)

- Providing resource packs to support fine motor and gross motor skills, which are exchanged regularly
- Providing resource packs for parents to support their child's Speech, Language and communication. Videos are provided by the SEN team to further support parents.

## **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?**

- Google Classroom/Tapestry will continue to be used as a learning platform
- A daily timetable will be uploaded which will mirror the class timetable as far as possible
- Links will be made to websites such as the National Oak Academy
- Feedback will be given at the end of the day to inform next steps learning for the following day.