



# Remote education provision: information for parents

## Introduction

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.

## 1. 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.

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

- Activities for all classes posted on home learning page of website.
- Booklets for reading, writing and maths made available so families without internet kit or connectivity can engage learning while devices are being distributed.

### 1.2 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:

- Reading will be taught as whole class shared reading rather than group guided reading.
- Art and Design and Design Technology: there are limitations on how much creative and practical work that can be done. Where these are taught there will be a greater focus on finding out about artists, designers and their work.
- Geography, history and RE: these subjects will rely more on gathering information from web based resources than they would be in the classroom.
- PE: links to PE activities suitable for home learning will be shared. Links to remote dance lessons taught by teachers from NAPA will be shared.

## 2. Remote teaching and study time each day

## 2.1 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*

- There is a minimum expectation of 3 hours learning divided between phonics, reading, writing, SPAG, maths and topic work which includes PE.

### *Key Stage 2*

- There is a minimum expectation of 4 hours learning divided between spelling, reading, writing, SPAG, maths and topic work which includes PE.

## 3. Accessing remote education

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

- Learning will be delivered via Google Classroom.
- As part of the lessons set by teachers children will be given links to activities on Mathletics, TTRockstars, White Rose Maths and Read, Write Inc among others.
- A link to Google Classroom will be posted on each year group's home learning page.
- Every child will be provided with a learning pack including an exercise book with their log-in details for Google Classroom and where appropriate Mathletics and TTRockstars. The pack will contain a book of worksheets to accompany the White Rose Maths lessons.

### 3.2 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:

- On the first day of closure (or before if possible) we will send out a Google Form via text to ascertain the devices that families have and their level of internet connectivity. We will give the option of phoning the school office if they are unable to access the form.
- Using the information from the list we loan out Chromebooks and dongles where needed. Initially these will be loaned out on a per family basis. If we are in the position to loan larger families more than one device we will do so.
- If children do not have online access we will provide printed booklets. These will be provided on a weekly basis.
- Completed booklets can be returned to school when a new one is collected.
- If parents have any difficulty with accessing work on the internet they should call the

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

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

#### **Remote Learning approaches in EYFS (reception classes) :-**

- Phonics will be taught through Read, Write Inc online lessons.
- Reading and writing will be taught through GMeet live lessons daily.
- Maths is taught through the White Rose Hub video lessons supplemented by activities planned by the classteacher.
- Other areas of learning are taught through powerpoint and teacher planned activities.

#### **Remote Learning approaches in KS1 (Year 1 and Year 2) :-**

- Phonics is taught through Read, Write Inc online lessons
- Writing is taught via pre-recorded teacher planned lessons incorporating and followed up with appropriate tasks to put learning into practice. Writing is submitted via Google Docs, Google Forms or Jamboard for teachers to mark and respond to.
- Maths is taught through the White Rose Hub video lessons and accompanying workbook. Supplementary activities may be posted on Mathletics.
- Reading is taught through daily reading tasks with answers submitted via Google Forms or Jamboard for teachers to mark and respond to.
- Topic is taught via a mixture of teacher delivered pre-recorded sessions and other pre-recorded sessions (e.g. BBC Bitesize) and follow up tasks.

#### **Remote Learning approaches in KS2 (Year 3,4,5 and 6) :-**

- Writing is taught via pre-recorded teacher planned lessons incorporating and followed up with appropriate tasks to put learning into practice. Writing is submitted via Google Docs, Google Forms or Jamboard for teachers to mark and respond to.
- Spelling is taught via daily spelling practice. Spellings are tested via Google Forms once a week.
- SPAG is taught as an integral part of the live writing session.
- Maths is taught through the White Rose Hub video lessons and accompanying workbook. Supplementary activities are posted on Mathletics.
- Reading is taught through daily reading tasks with answers submitted via Google Forms or Jamboard for teachers to mark and respond to.
- Topic is taught via a mixture of teacher delivered pre-recorded sessions and other pre-recorded sessions (e.g. BBC Bitesize, Oak Academy, Horrible Histories, Charanga) and follow up tasks. Work is submitted via Google Docs, Google Forms or Jamboard for teachers to mark and respond to – in some cases work may be done in the exercise books that have been provided.

## 4. Engagement and feedback

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

- In order to maintain progress children need to engage every day with the lessons posted online. They need to watch the video lessons provided by the teachers then complete the work set to the best of their ability.
- We ask that parents do their best to provide a table or desk where their children can work in as calm as possible an environment for them. We understand that in larger families this can be very challenging and would suggest the use of headphones to support focus.
- Please get your child to show you their work before it is submitted and be there for them if they find something difficult. We know that often children do not want to listen to their parent's advice around school work so please let us know if you are having any problems with this - we will be more than happy to help.

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

- Teachers check throughout the day to see who is logged into Google Classroom and what work is being completed. They also check Mathletics whenever work has been set there.
- If we see that a child has not logged on to Google Classroom we will send a text that day to make you aware. We will be making regular phone calls to check in with all families but will prioritise families where work is not being completed. Our focus is on supporting you and your child so that they can get the most out of the learning opportunities online; whether you need help with laptops, internet connectivity, navigating Google Classroom or the learning that has been set please get in touch so that we can support you.
- Where we have concerns that a child is not engaging in learning and we are unable to make contact by phone we will conduct a home visit. If this is not successful we will write to the parent. If we still do not have any communication with a family this becomes a safeguarding concern and we will have to refer the matter on to either the Education Welfare Office or Children's Social Care.

## 4.3 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:

- Work that is submitted via Google Classroom is seen and marked by the teacher. They may send comments directly to your child for them to follow up and improve their

work. Work completed on Mathletics is assessed by the programme; if your child is doing well the level of challenge will increase, if they are struggling they will be given activities to help them practice and embed learning.

- Feedback is provided daily. This may be via comments on work submitted via Google Docs or Jamboard or via the marking of work submitted via Google Forms.

## 5. Additional support for pupils with particular needs

### 5.1 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:

- Our first priority is to have all children with complex learning needs in school.
- Where children with an EHCP are unable to attend we will provide a package tailored to their needs either online or via booklets for them to continue to learn at home.
- We use Lexia and Mathletics to support the learning of those who may be working below the age related expectation.
- Regular communication with families will enable us to provide responsive support and ensure that those children with additional learning needs are able to access learning.
- Where necessary we will tailor what is provided to meet the needs of the learner.

## 6. 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.

### 6.1 If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- Children who are self-isolating will be given access to the work being done in class via Google Classroom. Teaching slides and activities will be posted to allow the child to keep pace with what is happening in class.
- In this instance we will not be able to provide live teaching from the classteacher; however as the school follows the White Rose Hub medium term plans we will be able to use the White Rose Hub lessons to keep a self-isolating children on track.