



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.

Further details are available in the school's remote learning policy.

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 should access the Google Classroom for their year group in order to access the English and Maths teaching. On the first day or two remote learning may be via worksheet or live lesson rather than a pre-recorded lesson. Subjects other than English and Maths may be taught via a link to lessons from other providers such as 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, subjects such as art or science where specific resources are required to make the learning most effective.

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	3 hours
Key Stage 2	4 hours

Remember this is the average for a child in these age groups, but some children will take longer and some will take less time to complete their work. Some children will complete their work with greater care, in greater detail and more independently, whereas others may require additional support and encouragement throughout the day. Parents should aim to approach the work in short blocks of time, rather than as a 3 or 4 hour block of time.

Accessing remote education

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

The majority of our remote education is delivered via Google Classroom. Every child has a log in for this platform and school staff are able to help if you are struggling to log in for any reason.

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 may be able to lend devices such as laptops or tablets to support remote learning. Please contact the school office for further details.
- If you do not have internet access, we are able to lend routers. Please contact the school office for further details.
- Workbooks and printed materials are also available to any children who are not able to access online learning or who learn better using printed resources.
- Completed work can be submitted online, photographed and emailed or dropped off at school for teachers to mark.

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)
- pre-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

These will vary according to the subject being taught and the age of the children. For instance, we have found that live teaching is less effective with younger children who may struggle to focus independently on a remote lesson. For older children live teaching can enhance a pre-recorded lesson by providing opportunities for pupil feedback and interaction.

We also recognise that a blended approach supports the different family arrangements and parents' working patterns.

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?

The school expects pupils to participate in the remote education provided by the school as this offers a consistent approach to topics and ensures that all children continue to progress through the curriculum. However, we also recognise that some parents will struggle to support their children at home and that their own work commitments will restrict the educational support they may be able to offer.

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

Teachers will monitor children's engagement and report to the senior leadership team on a weekly basis. Teachers or the Senior Leadership Team will contact parents where there is limited or no engagement. This is firstly to ensure that the child is safe and secondly to see how the family can be supported to engage the child with 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:

Pupils will receive feedback on their work, either in a written form on Google Classroom or verbally via Google Meet.

Feedback is intended to be positive, recognising the difficulties pupils and their families face during remote learning and acknowledging the importance of mental well-being during periods of isolation.

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:

Pupils with EHCPs are encouraged to attend school, however where this is not possible additional individualised provision is made for each pupil. This may include daily one to one sessions with a member of staff or additional printed resources.

In Reception much learning is achieved through play and life experiences. The Reception staff will provide direction to parents about activities they could complete with their child and learning opportunities at home. Regular Google Meets ensure that pupils stay in touch with their classroom staff.

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?

Pupils who are well, but self-isolating, will be set work in line with the in-school curriculum. This is unlikely to be pre-recorded teaching, but may include an opportunity for live lessons where this is appropriate and does not disrupt the lessons in school.