



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 if 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?

If children are in school when their bubble is closed, we will endeavour to send them home with learning to do on paper in the first instance. Wherever possible, learning will be set as soon as possible via ClassDojo, but this will initially depend on availability of staff and how easy it is to adapt the planned face-to-face learning plans to being suitable for remote learning.

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 may need to make some adaptations in some subjects.

- PE – we will not be able to teach the lessons we normally would, so different sports and activities will be set.
- Science, Art, DT, Computing – we recognise that not everyone will be access to the resources required at home. Where possible we will suggest alternatives and also ensure that these learning experiences will be covered when children return to 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:

Early Years	Activities will be suggested which will be of equivalent time to adult-led activities which would normally take place in the setting, for example, phonics, circle-time etc
Key Stage 1	Government expectations are that around 3 hours of learning per day is set for children in KS1. This includes input and time for the children to complete learning.
Key Stage 2	Government expectations are that around 4 hours of learning per day is set for children in KS1. This includes input and time for the children to complete learning.

Accessing remote education

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

Learning will be set via ClassDojo. This will include links to various websites and on-line platforms we use in school, such as Accelerated Reader, MyOn and Mathletics. We will also be running meetings via MS Teams – links to these meetings will be shared on ClassDojo.

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:

Parents have been asked to let us know what access they have to online learning at home. Where there is no or limited access, paper work packs are being provided.

We have some data-only SIM cards for children to use where access is via mobile phone only.

We endeavour to set learning that can be completed without the need to print resources.

Where children are not able to access online learning we are working on our capacity to provide devices – the DfE delivery of devices is paramount in this.

How will my child be taught remotely?

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

- 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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Evidence published by the Education Endowment Foundation suggests that what is taught has a far greater impact than how it is taught. As such we will use the approaches which work best for the groups of children who are at home at any particular time. This may well mean that the approach is different in different classes.

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?

We expect that all children are supported to access remote learning whilst at home. Ideally this will be through the online learning, but if this is not possible, then through the alternative provisions made.

We expect all parents and carers to make every effort to support their children at home, but also appreciate the difficulties this will cause and how circumstances differ from household to household. We also that all parents and carers who are finding it difficult to support home learning as described above to get in touch with the academy, so that we can work out ways forward to ensure that children remain well supported and able to learn.

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

We expect learning to be uploaded to the child's portfolio on ClassDojo, so that staff are able to see what has been completed and provide feedback as appropriate.

Where children are completing work on paper, if this can be shared electronically when completed, this will give staff opportunity to feedback.

We will make telephone calls and conduct on-line meetings with children and parents.

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:

- Learning uploaded to the portfolio on ClassDojo will always be acknowledged.
- More extensive feedback will be provided for at least one piece of learning each day.
- Staff will keep records of where gaps and misconceptions need to be addressed when children return to school.

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:

Wherever possible learning will be shared with pupils that is appropriate to their level and needs.

Where this is not possible, approaches used in school will be shared with parents and carers to try to maintain consistency of support.

Suggested activities will be given for the very youngest children and we will continue to provide opportunities to talk to staff on MS Teams.

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?

A stand-alone work pack will be shared on ClassDojo, to ensure that they have learning to do at home.

Where it is possible learning that is continuing in school will be shared with individual children at home.