



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 on the first day or two of pupils being sent home?

The learning on the first day is likely to be stand-alone activities which practise some core skills or content relative to your child's year group. This learning might not follow on directly from what the children have been doing in school. This learning should include reading (and or phonics), writing (or grammar, punctuation and spelling) and mathematics.

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 broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in how content is created. For example, in order to best use our teachers time, we are asking them to focus on feedback rather than creating lots of bespoke resources. This means you will see high-quality teaching input resources from national providers and specialists such as White Rose Hub for Maths or the Oak Academy, and our teachers will use their time to provide feedback on the learning that your child has completed, as this is widely recognised as being one of the most effective ways of improving pupils’ learning.

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:

Primary school-aged pupils	3-4 hours comprising of... Daily Reading (and / or phonics) Daily Writing (and / or Grammar, Punctuation and Spelling) Daily mathematics. It may also include some further learning such as Science, PE, PSHE or RE.
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Accessing remote education

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

Children in EYFS will access online learning through Tapestry where all activities and any associated links will be uploaded. This is also where children will receive feedback.

Children in Key Stage 1 or Key Stage 2 (Year 1 – Year 6) will access remote learning through Google Classroom – an online learning platform. Your child has a login and password which they will have used in school, and which we will also send home. Each ‘assignment’ created on this platform by the teachers will allow pupils to create and ‘submit’ their learning so that their teacher is able to give feedback. Feedback may not always be written, and may sometimes take the form of whole class feedback.

If you are unsure how to access Google Classroom, please see this video link produced during the 2020 national lockdown https://drive.google.com/file/d/15VQEDa1iA1_gVyJcUwIw4Pd6w-x9KnmP/view

If you do not have a device for your child/children to access Google Classroom, please contact the academy so that we can arrange a device loan.

If you have a device but do not have internet access, please contact the academy so that we can discuss how we may be able to support.

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:

Ideally, the learning is best completed online as it ensures our teachers are able to view it regularly and provide feedback and support where necessary. As a result, our first option will be to support families by loaning a school chromebook device (or multiple if you have more than one child at the academy).

If you have a device, but do not have internet access, the school may be able to support with the loan of a wireless router.

As a last resort, paper packs will be made available, although we would encourage families to request a device loan so that teachers are able to provide regular support and feedback.

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:

- recorded teaching (e.g. Oak National Academy lessons, White Rose Hub lessons, video/audio recordings made by teachers)
- Some live sessions with teachers
- Assignments through Google Docs, Google Forms or questions
- Links to activities through Tapestry (EYFS)
- reading books pupils have at home
- long-term project work and/or internet research activities
- Access to programmes and services the children access in school regularly e.g. Numbots, TTRockstars, Lexia

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 children to engage with the learning provided, and to submit their learning so that teachers are able to view and give feedback.

Where possible, tasks are designed to allow pupils to access them independently as we appreciate that parents may also be working from home.

In some cases, particularly on the first couple of days, children may need support in remembering how to access the Google Classroom platform, and how to 'submit' their learning. If you need any assistance with this, please contact the academy.

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

Teachers will check Google Classroom and Tapestry frequently (where possible daily) to be able to provide feedback and support.

If your child regularly does not submit work, your child's teacher may call you to see if they are having trouble accessing the learning, or are unsure how to submit the learning.

If your child is regularly not submitting learning, we may ask you to sit with them to encourage them to complete the learning. Staff may also discuss with you if an alternative method may be more beneficial.

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 approaches to feeding back on pupil work include:

Whole class feedback either through the class stream or a video – this will be visible to all pupils in that classroom.

Auto-marked quizzes through e.g. Google forms

Private comments about individual pieces of learning – these are not visible to other members of the class.

Some classes/year groups may offer live feedback sessions for some piece of learning.

Children will receive feedback at least weekly, and in most cases more regularly.

This will depend on individual pupils' achievements and how much support or challenge is needed.

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:

- Individual phone calls with parents/carers to discuss most important provision and activities, and most feasible provision and activities
- Access to devices if needed
- Access to online learning platforms e.g. Lexia and Numbots
- In some cases, it may be possible/necessary to discuss 1:1 online sessions using Google Meet – if this is the case, there will be strict protocols in place to ensure safeguarding for children and 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?

In the first instance, children are likely to receive a learning pack containing materials which will consolidate key skills and content from their year group.

This will also be supplemented by some learning activities and assignments on Google Classroom, and your child should check this frequently to see if any further learning has been added. There is also a wealth of previous online activities in each year group Google Classroom which your child can access if they should need further challenge or additional learning activities.