



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?

All children in school have a Seesaw account. As soon as your child is required to work at home, their class teacher will load their work straight on Seesaw for them to complete.

In the instance of a whole class bubble closure or a national lockdown, work will be loaded onto Seesaw but this will change over the first two days as teacher sort out the timetable and prepare live teaching sessions via Microsoft TEAMS.

Your child's class teacher will also expect children to access Times Table Rockstar (TTR) Numbots and Spelling frame as children already have logins to these programs. Children will be required to read on a daily basis.

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 endeavor to teach the same curriculum remotely as we do in school. Work set is appropriate to the age and stage of each child.

For children with additional needs work may be adapted and/or additional resources send home. There may also be a variation in timetable for these children e.g. they may have additional live sessions with the teacher or a member of support staff.

We will continue to teach a broad range of subjects and these will be blocked out on the timetable the same as they would be if children were in school.

For subjects like P.E. links to additional resources and websites will be provided to support parents in delivering this. Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

There are [minimum expectations](#) for remote provision. We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Nursery	Between 2 and 3 hours per day (This will depend on how many hours your child usually does e.g. 15 or 30)
Reception, Year 1 and Year 2	3 hours per day
Year 3, Year 4, Year 5 and Year 6	4 hours per day

Accessing remote education

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

Your child will access the work set by their class teacher by logging onto their Seesaw account.

We also use Class Dojo as a means of communication and if you have any issues logging on, you can contact staff on here.

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:

The school are aware of families who may not have access to enough devices or have any devices at home. In this case, the school will, where possible, lend the use of a Chrome Book.

The school do not accept parents to print work out and is designed in a way that children can either complete it on screen and save or can view it and complete the work in a book. The school will provide resources such as paper, pens etc. to any child needing them.

The school encourages parents to communicate regularly with them and notifying them if they are having issues accessing the work remotely.

In some cases, pupils may be required to continue learning in school if the school can not address the issues.

How will my child be taught remotely?

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

- live teaching via Microsoft TEAMS (online lessons)
- recorded teaching materials from Oak National Academy and White Rose Maths,
- video/audio recordings made by teachers
- live Story sessions for younger children via Microsoft TEAMS
- textbooks and reading books pupils have at home

- resources packs sent home or available for collection for use in live sessions e.g. phonics
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Live drop-in sessions to support parents with their child's learning
- Worksheets and tasks loaded onto Seesaw.

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 and carers should be giving their child daily support with their remote learning in line with the time expectations set out above.
- Parents and carers should establish a good routine to support their child's education. Class teachers will give examples of how this might look.
- Work should be submitted via Seesaw daily. Parents and carers should notify class teachers if the work is going to be submitted after 3L30pm.
- Where work has been missed, parents and carers should try their best to complete it on another day. It is important that children complete all work so that further gaps in their learning are not created.

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

Children's engagement with remote learning is checked every day. All class teacher's are required to fill out an engagement grid, which is send to the headteacher at the end of every day. The headteacher is responsible for maintaining a whole school engagement tracker and reporting this to Governors and to the Trust.

Where children are not engaging with remote learning, the headteacher will telephone them in order to establish what additional support could be given. Where telephone conversation cannot be made either, the headteacher, or the Early Help worker will carry out a door step home visit. This contact will be maintained until engagement increases.

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:

- All work submitted will be marked and children will receive feedback via Seesaw.
- All work received between 8:30am and 3:30pm will be marked that day. Any work received after 3:30pm may be marked the following day and sent straight back.

- Where children need to make improvements or corrections, work will be send back with additional support so that these can be made.
- Teachers will use the time in their live lessons to also support children and work through any misconceptions they have.
- Teachers will continue to assess children's progress in the same way they would if they were in school. If teachers feel that children need additional work needs to be done on a particular concept, they will provide this on an individual basis. Similarity, if more challenge is required, additional work/different work will be given.
- Teachers will use marking and feedback to ask children additional questions to check their understanding.

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:

- For children who are not able to access the work remotely via Seesaw, different work will be provided, This might be more of a sensory curriculum for example, or additional live lessons.
- Staff may also provide resources which can be send home e.g. story sacks, sensory bags etc.
- Where children can access the work remotely but they are working at a level below their peers, they will be provided with work for a different year group that meets their needs and also invited to join live lessons delivered by a different year group e.g., it might be appropriate for a year 3 child to access lessons from year 2.

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?

All children who are self-isolating will be provided with remote learning via Seesaw. They will be set exactly the same work as they would have done had they been in class.

Exceptions from the remote learning provided above are:

- Children will not have live lessons
- Teachers may not have the time to provide children with links to support subjects such as P,E.