# Remote education provision: information for parents and carers

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?

1-2 days’ worth of activities will be made available on Classdojo immediately and/or printed for those who cannot access the work. The work will consist of daily Maths and Literacy tasks with at least one foundation subject task or short project – usually those which were due to be taught that day.

### 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 will be teaching 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:
  + Maths and Literacy will have less scaffolding and will be more activity based, there will not be teacher-led discussions for every lesson like they would have in school. For brand new learning, a clip will be recorded or chosen for a “live lesson”.
  + PE will be set as challenges to develop skills independently and a filmed lesson will be sent from the outside sport agency we use twice a week for all children Nursery to year 6.
  + Some foundation subjects will be more activity based and/or tasks children can tackle independently with less teacher input than they would have in school
  + Some foundation subjects learning will be changed to accommodate resources available to pupils at home e.g. we wouldn’t expect parents/carers to provide a musical instrument, or specific art equipment.

## 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:

|  |  |
| --- | --- |
| **Nursery** | Optional daily activities available -no time limit |
| **Starfish (Rec-year 1)** | 3 hours per day |
| **Seahorse (Yr 2 and 3)** | Year 2 (or children working at a Y2 level) – 3 hours per day  Years 3 - 4 hours per day |
| **Turtles (Yr4,5,6)** | 4 hours per day |

## Accessing remote education

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

**Nursery** will use tapestry (<https://tapestryjournal.com/>) for uploading work each week and for parents/carers to upload photos of completed work for marking/ staff to respond to.

**All classes (including Reception)** will use classdojo [(https://www.classdojo.com/en-gb/?redirect=true]((https:/www.classdojo.com/en-gb/?redirect=true)) for uploading work each week and for parents/carers to upload photos of completed work for marking/ staff to respond to.

**All classes** will use zoom 3x per week for video meetings/teaching. (Please see separate timetable emailed to parents/carers, individual teachers will send out the link for your child each week.

**Reception to year 3** will use numbots for some maths activities and Times tables rock stars from year 1-6.

**Some pupils** on Literacy interventions will use Nessy each day online.

### 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:

* Teachers will print materials for those who do not have facilities at home to view work on a screen. These will be left in the school entrance for safe, contact free collection by 9am every Monday morning. Where required, some families have been provided with exercise books and basic stationery.
* Where possible, parents/carers should still photograph completed work and submit via tapestry/ classdojo. If this is not possible, parents/carers should liaise with their child’s teacher.

### How will my child be taught remotely?

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

* live teaching (online lessons, 3x per week for each class via zoom)
* recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* printed worksheets from teachers
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC bitesize, White Rose Maths)
* project work, internet/book research activities and (in KS2) opportunities for independent extended writing
* practical activities and focussed games to develop subject specific skills/knowledge

## 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?

* Teacher’s will have set a week’s worth of work every Monday (by 9am) with a suggested daily breakdown. Each day there will be 1 maths, 1 literacy and at least 1 other subject task available. There will also be a different collective worship presentation/video available each day.
* We would encourage parents/carers to stick by this timetable as much as possible and complete the 3-4 activities daily; but obviously appreciate that parents/carers have complete flexibility when choosing an appropriate order and time for their child to complete the work, one that works for their family.
* Parents/carers should find an appropriate workspace for their child (with access to the screen when needed e.g. for watching/re-watching a video; reading questions from the sheet provided online etc.), and a flat surface with appropriate equipment (pencils, paper, workbook) ready before they start.
* We encourage parents/carers to read through the task with their child to check their understanding but then to step back and allow children to complete as much of the task as they can independently. Teacher’s want pupils to succeed but it is completely acceptable for pupils to make mistakes and work to be sent back to school even if they haven’t scored 100%.
* Parents/carers are very welcome to embellish learning with other opportunities and teaching, but this should only be done after the work set by the school is completed.

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

* We would encourage parents/carers to upload photographs of work to tapestry/ classdojo **daily** (in one observation where possible) but it should be at least once per week – where this is the case we expect to see completed work from every day since our last contact with you
* We expect all children to engage with their class’ zooms per week and we will be taking attendance
* Each fortnight, those families we have not been seen in a zoom call will be phoned by a member of school staff to check welfare and see if there’s any extra support that can be given by the school. This may be more frequently if staff have concerns.

### 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:

* A member of staff who normally works with your child will comment or respond to every observation on tapestry/ classdojo, with reference to what a child has done well, and where appropriate, next steps. Due to the timetabling of when staff are in school, this will be at least twice per week and not immediate
* Nessy, timestables rockstars, Numbots and Numbots work will be automatically marked and results sent to teachers immediately. Teachers may choose to respond to the child as well for praise or if there is a concern about a child’s result, teachers will contact parents/carers individually

## 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:

In this section, please set out briefly:

* Families who have a child on the SEND register will be contacted individually by their class teacher and an appropriate plan put in place. Where a child is working on an individual curriculum, they will continue to be sent personalised, individual activities appropriate for their academic level of development. For older children, intervention activities and work may be sent home where the parent/carer and teacher agree that the intervention is manageable and would continue to positively impact pupil’s learning.
* EYFS, Reception and Year 1 children have exactly the same offer as every other class in school, but activities and tasks are more practical and written recording is not as frequently expected. Staff expect a parent/ carer observation to go alongside the photographed activity to describe the learning that took place.

## 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?

* Work will be sent each day (or weekly for the whole week) by 9am via tapestry/ classdojo, or email and will be activities based around work which is being delivered in the classroom that day.
* Children self-isolating will be expected to keep up with the normal homework schedule (reading 4xweek, practicing spellings and phonics and learning tables in KS2).
* Parents/carers will be expected to return photographs of completed work via tapestry/ classdojo, where it will be marked/responded to in accordance with the guidance above.