



REMOTE LEARNING PROVISION

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.

The remote curriculum: what is taught to pupils at home

Our Vision for Remote Learning is to provide pupils with a similar education they would receive at school. This we believe should be varied, stimulating and evolving.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

All of the children were prepared for the possibility of the need for home learning in the Autumn term, this was done by ensuring the children were familiar with their passwords, the platform and how to access the forum (where appropriate). The school invested in extending the use of the 'Tapestry' platform for the Year 1 & 2 classes.

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?

While we are endeavouring to continue to deliver the same curriculum that the children would have received were they in school, there have been some limitations to this. What we will guarantee is that we are teaching the same curriculum remotely as we do in 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:

Key Stage 1	Approximately three hours
Key Stage 2	Approximately four hours

Accessing remote education

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

We are using:

Key Stage 1:

Tapestry to communicate activities and messages between home and school

In the year 1&2 classes, we are also using the school's Learning Platform to set daily tasks

In Key Stage 2:

Pupils login daily to their Learning Platform Home Portal. They can easily identify the activities they are required to undertake daily. Teachers communicate with the children through the forum on the schools platform

Tasks are set on the children's home pages; and marked remotely so the children can get daily and instant feedback.

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:

A survey was sent out to all parents to assess any need for devices to be made available. The school applied for and received laptops for this purpose. Any parents that requested such support have received it.

Dongles have also been applied for to support with connectivity. There should be no need for parents to print any materials as the tasks are set, completed and marked online.

When it has been requested, we have endeavoured to provide paper copies.

Many children have been given a 'home-school' book where work can be completed and a photograph uploaded to communicate learning.

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:

- Learning Platform based activities
- Learning by Question is used on a frequent basis, which follows our maths scheme. It assesses and moves learning on as it is a very innovative product
- Live teaching, Using 'Loom' and through Zoom.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- some (although limited in number) printed paper packs produced by teachers
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Project work and/or internet research activities- mainly upper Key Stage 2 and limited use.
- Weekly Zoom meetings with the whole school to bring all the pupils together

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?

While we are setting (as guided by the government) three to four hours of work a day, we recognise that it is largely down to the parents to decide how much their children complete per day.

All of the children should be able to access the school's platform independently. In Key stage 1, the parents may be required to support and encourage the children with at least some of the activities. However, in Key stage 2, the children should be able to work independently and successfully with little support from parents.

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

Teachers continually throughout the day check the forum for any issues being communicated and monitor the platform.

Tasks can be seen when submitted by indicating that the task is finished. Teachers can then give feedback that can be accessed instantly by the families.

All teachers will be marking tasks at least by the end of that day.

Class teachers monitor the children's engagement initially. If they have any concerns about a child's level of engagement, a phone call is made to their parents or guardians. Any persistent concerns are shared with the leadership team.

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:

The work submitted to the tasks set out on the children's 'Things to do' page are marked electronically. The comments from teachers can be accessed on the 'marked work' page, which is accessed by swiping right from the 'Things to do' page.

Children will receive comments and suggestions throughout each day. All submitted work will be marked by the end of the day.

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:

Children who are on the SEND register will receive an updated and amended IEP for the parents to give continued support at home.

Children with an existing EHCP have access to a school place, as part of the key worker provision.

Children in our reception classes are provided with activities via the Tapestry platform and communication takes place with parents and carers regularly throughout the day.

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?

Children who are self-isolating will access the same learning as all other home learners in their respective classes. Feedback and marking is also carried out in the same way.