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?

Remote learning will be made available on the first day of absence (through tapestry for Year R and Seesaw for Years 1 – 6). In the event that there are issues with accessing these learning platforms, or logins, parents will be emailed with suitable links for the first day of 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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- Children will be set work for English, Mathematics and one other subject every day.
- In addition, some assemblies, stories and additional exercise activities will be included, at least every week.
- All remote curriculum lessons will follow the same sequence that they would have done in school. Teachers are planning in the same way, to support and extend groups of pupils as they usually would, to meet the needs of all learners.
- Over longer periods of time, teachers aim to provide a broad curriculum and in as much depth as possible. However, it will not be possible to cover all subjects in the same way we usually would e.g. IT, Music, PSHE etc.

Remote teaching and study time each day

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

Primary school-aged pupils	Four hours a day on average. This will include additional activities mentioned above such as: assemblies, exercise, stories etc.

Accessing remote education

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

Parents of Year R children will need to access Tapestry https://tapestryjournal.com/

Parents of children in Years 1 – 6 will need to access Seesaw https://web.seesaw.me/

Some live contact will be maintained with all year groups through Microsoft TEAMs

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 regularly use questionnaires to assess whether children have the appropriate technology to access the school's online learning. Where possible, the school supports technological barriers through:

• Sourcing and loaning laptops or tablets (where possible and according to availability from the DfE)

• Providing access to the internet via loaning dongles (where possible and according to availability from the DfE)

• Providing technical support

If we are not able to effectively support a child to access remote learning at home, as a last resort, we will either email activities or provide hard copies of relevant learning materials.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

- Daily activities will be published daily on Seesaw and Tapestry. These will be support with audioclips and videoclips which both explain and model the learning.
- The class teachers will be available daily to respond to any questions or problems that children have and will provide support through further messages or video/audioclips.
- Microsoft TEAMs will be used daily for teachers to maintain face-to-face contact in the mornings and also support and extend groups of pupils in the afternoons.
- Teachers will draw upon a range of resources (including Oak national Academy) and commercially available websites to make learning as engaging and varied as possible.

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 all pupils to engage with the remote learning set, daily, and to complete the tasks on the day that they are set.

- Parental support is invaluable for setting routines to support their child's education – we provide a suggested timetable but understand parents need to be flexible if they too are working from home.

- Children are expected to engage in the activities provided and submit work/responses which are similar to those that they would produce in school.

- Teachers will share their expectations and check in on the quality of work with children through Microsoft TEAMs.

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

- On Seesaw, all work has to be approved by the class teacher. In addition, teachers will provide short comments to praise and support/extend children's work.

- On Tapestry, staff will comment on the work, videoclips etc submitted on a daily basis.

- If there are concerns, these will be communicated with children through Seesaw/TEAMs (as appropriate to their age) and teachers will also phone 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:

In this section, please set out briefly:

- Teachers aim to acknowledge all work, every day (on seesaw this means work is 'approved' and on Tapestry a very short comment will be provided).

- Depending on the piece of work/activity, teachers may then provide more detailed feedback, support or 'next steps'. These may be given through a short comment or (on Seesaw) an audio/videoclip.

- Sometimes a mark scheme or set of criteria will be made available, for your child to check their own answers/work against.

- Short Microsoft TEAMs sessions will be used for teachers to assess some work with pupils in groups, where relevant.

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:

- Online learning is adapted to meet the needs of children with SEND.
- In instances where children with SEND cannot access online learning, the teacher and SENCO will discuss other options/support with parents.

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?

If your child is waiting for test results and this is only over a couple of days, we will ring you to discuss the required work for your child. We will email you links to the websites we are using to support short term remote learning which includes Oak Academy and BBC Bitesize etc.

If individual pupils are self-isolating, they will be provided with planned and sequenced lessons/activities which correspond to the learning taking place in school. The work will either be made available on Tapestry/Seesaw, email or hard copies sent home – this can then be uploaded to Tapestry or Seesaw so that the class teacher can respond.