



Remote Education Provision: Information for Parents

The remote curriculum: what is taught to pupils at home?

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

Your child will receive a simple Maths and English task that will include a link to an online programme that your child is familiar with. These activities will be short, a maximum of 30 minutes and there will be no expectation that your child will record any learning or upload it for the teacher to see. There may also be some 'daily practice' tasks such as times tables practice, spellings, handwriting or reading. Again, there is no expectation that these will be formally recorded and uploaded for the teacher to mark. If given notice, the school may be in a position to send your child home with a workbook or pack to complete independently.

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 the same curriculum remotely as we do in school wherever possible and appropriate. Our ultimate aim is to ensure that it is broad and balanced. However, we have needed to make some adaptations in some subjects. For example, PE activities will use minimum equipment and focus on individuals developing their fitness and certain skills. Art learning will allow for the availability of materials and resources at home and offer options for different media to be used.

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:

Seahorses (Reception)	The guidance states that younger children will require less than 3 hours work		
Oysters (Year 1) KS1	3 hours	Turtles (Year 4) KS2	4 hours
Starfish (Year 2) KS1	3 hours	Octopus (Year 5) KS2	4 hours
Jellyfish (Year 3) KS2	4 hours	Stingrays (Year 6) KS2	4 hours



Accessing remote education

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

The children will access provision for online learning through the use of Seesaw, the school website and a number of online programs. There will be a move to MS365 in the future, but Seesaw will be used during the crossover period. It is a platform that enables teachers to post their teaching videos and upload activities; it provides a form of communication between teachers and parents and allows feedback to be given to pupils. The school website is also used to sign post work and good examples of topic work can be posted on the gallery. The school has subscribed to a number of educational sites and pupils have their own personal log in details for each. These sites enable the teacher to track the progress of their pupils and are used to consolidate and reinforce the learning.

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:

- We will issue or lend laptops or ipads to pupils who are disadvantaged and/or have no access to a device. Parents are asked to complete an online questionnaire outlining their needs and this is used to assess which families are in greatest need. These families will be contacted on an individual basis and a device provided. If you believe you qualify for a device but have not had communication from school, please contact us via the school office.
- We will issue or lend devices that enable an internet connection (for example, routers or dongles) to pupils who are disadvantaged and/or have disruption to their internet connection. Parents are asked to complete an online questionnaire outlining the problems they are encountering and this is used to assess which families are in greatest need. If you believe you are entitled to such a device but have not had communication from school, please contact us via the school office.
- Documents will be offered for delivery/collection from the school. In the case of a bubble being locked down, all children will be provided with a Maths book, an English book and where appropriate a topic book. Certain daily practices will be expected to be completed in these books. For some families, paper copies of the work will be provided if access to technology is limited. It is an expectation that all books and work completed will be handed in once the children return – it forms a vital part of the evidence required for Teacher Assessment and also enables us to monitor the effectiveness of the remote education provision.

How will my child be taught remotely?

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

Our remote teaching approaches consist of:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books for pupils to have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- internet research activities (although this style of teaching will be kept to a minimum)



Subject Specific Teaching and Learning:

English

Writing: Teachers will provide pre-recorded input videos where applicable. Guidance will be provided on sentence structures and grammatical features, with templates and information sheets/PDFs supplied as required by the work. At least once a week, a larger piece of writing will be provided for the children to complete, with a minimum of one handwriting session.

Reading: needs to take place for 20 minutes a day, this is independent or to a parent/carer. An online platform 'myON' will be used in the future (further details coming and policy will be updated). Class teachers will scaffold reading of large chunks of text where applicable in all subjects, and will provide a variety of reading activities to complete.

Daily upload of completed work is expected, Class Teachers will acknowledge work with once a week deeper feedback.

Phonics and SPAG: where appropriate in Reception and KS1, teachers will provide short pre-recorded videos and/or powerpoints for inputs and will direct pupils to particular websites relevant to the specific skill to practise and embed the learning. One particular website (Spelling Shed) will be used, mainly in KS2 to practise and develop spelling rules and patterns. Teachers can view engagement and the success of these activities via the Spelling Shed website. On occasion, teachers may give templates for recording work which will be submitted for feedback for the children.

In KS2 teachers will set regular spelling and/or phonics work using a variety of activities. Some individual pupils will have the opportunity to complete spelling and phonic activities with an adult in school via Google Meet (interventions). This will depend on individual needs and will not necessarily be applicable for all children.

Maths

Teachers will provide a teaching video from either White Rose or a short pre-made video/PowerPoint for an input and will direct children to particular activities. Children will be provided with White Rose work booklets where appropriate. In addition, practical problem-solving activities will be set when suited to the learning objective. Feedback will be provided at least once a week.

Science

Teachers will provide presentations and/or short pre-recorded videos for inputs into the session. Websites such as Developing Experts will provide contextual learning aids and appropriate knowledge from scientists and other professionals. Practical science will be considered as appropriate to the topic, with considerations given to the practicalities of resourcing equipment at home. Children will submit: photos, voice notes or videos of their outcomes, and receive brief feedback once a week.

Geography and History

Teachers will provide short pre-recorded videos and/or powerpoints for inputs and will direct pupils to particular websites relevant to the topic (i.e for research, evidence gathering, etc) In some instances, more-so in KS2, children will be provided with templates for recording work. In addition, where appropriate, photos of practical work/activities will be requested and subsequently submitted by the children. Brief feedback will be given to pupils at least once a week.



Art and Design

Teachers will provide suggestions for Art activities that can be completed using resources that may be available from home. Teachers will direct pupils to particular websites relevant to the topic where appropriate (i.e for research, evidence gathering, practising of specific skills etc)

In some instances, children may be provided with their school sketchbook for recording work. In addition, where appropriate, photos of practical work/activities will be requested and subsequently submitted by the children. Brief feedback will be given to pupils at least once a week.

PE

Daily PE activities will be set to encourage children to learn or master skills taught through Real PE. Challenges and personal best activities will be set alongside when appropriate. Children will be directed to an assortment of dance, yoga, mindfulness and sport specific activities which will provide variety and focus on the whole body and mind.

Music

Teachers will provide suggestions for Music activities that can be completed using resources that may be available from home. Teachers will direct pupils to particular websites relevant to the learning if necessary and our Charanga scheme will be used where appropriate. In some instances, children may take photos of practical work/activities to submit to Class Teachers. Brief feedback will be given to pupils if required.

French

French will be taught weekly (as part of 'topic' time) in KS2 using pre-recorded videos and/or powerpoints for inputs. Ideally the children will be able to see their teacher as this may help with pronunciation and understanding.

On occasion, children will be provided with templates for recording work. Ideally, children will complete at least one piece of written work every half term, where feedback will be given. In addition, KS2 children will be directed to the Duolingo app/website to complete independent practise at their own pace. Engagement can be monitored by the class teacher.

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?

Pupils should:

- Be contactable during the school day – although pupils are not expected to be in front of a device the entire time
- Where possible, complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they are not able to complete work

Parents should:

- Make the school aware if their child is sick or otherwise cannot complete work
- Help 'set-up' your child in the morning, support them wherever and whenever you can and as best as you can.
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff



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

Your child's work will be monitored on a daily basis and if the teacher has received no work, you will be contacted by email on that day to offer support. This email may be followed up the next day with a telephone call from the teacher or an appropriate member of staff.

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.

- Feedback will be given in a number of ways; teachers will choose the most appropriate form of feedback for the activity in question. The teacher may message the feedback to children directly via Seesaw or send an audio file. For some children, the feedback will be given face to face (virtual call) or a telephone call. For some pieces of work, it will be 'liked' to show the teacher has read it. If appropriate, the class teacher may return the marked work either as a photograph uploaded onto Seesaw or the document itself.
- The pupils are encouraged to upload (or save) their Maths and English work if possible that day. This enables the teachers to adapt their daily planning as necessary, responding to misconceptions and the needs of their class / individual children. If uploaded that day, the class teacher will be able to mark the work and give timely feedback where appropriate. Pupils can then read their feedback before they start the next day's learning. Teachers will give short feedback for Maths and/or English daily if appropriate. Topic lessons will be marked and feedback given once a week as will daily practice activities. All work, whether completed within the suggested time or after, will be read by teachers and pupils will receive written feedback a minimum of once a week for Maths, English and Topic.

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 many pupils with SEND, the teaching envisaged through this policy would need to be adapted. SEND pupils have a wide range of specific needs. Their teachers and support staff will know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.
- It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible. However, in some cases, the suggestions in this policy may also be useful for pupils with SEND and so should be considered on their merit.
- The school will contact parents of SEND pupils to liaise over their future learning and adapt accordingly their statutory rights and provision to remote learning.
- Regular communication will take place with parents and children with SEND either via email or via telephone conversations.



- Where possible and where staffing allows, some intervention teaching will take place via 'live' sessions using the Google Meets platform, in order to match the current provision offered to these children in school.

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?

The approach will be a blended learning approach and where possible, staff will endeavour to provide a similar curriculum offer to that of the children in school.

Due to time constraints, this may not always be possible. However, work will be set in keeping with the objectives currently being covered by the class.

The remote learning approach outlined above is likely not to be achievable, however, we will try to ensure some direct teaching via the Seesaw Platform, whether this is copies of any powerpoint lessons or in some instances copies of teaching videoed from whole class sessions.