

Remote education provision: information for parents

This information is intended to provide clarity about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

Please reference the schools agreed remote learning policy also.

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?

The school will begin to provide work for pupils through the schools VLE within one or two days. We have prepared several days' work so we can quickly respond in a lockdown but this work may "stand alone" rather than integrate into the work children have been doing in class. We will then begin to provide work that follows the usual curriculum plan.

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?

The school has a strong contingency plan in place for remote education provision. The school will:

- Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- Provide printed resources for pupils who do not have suitable online access.
- Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so school will work with families to deliver a broad and ambitious curriculum.
- Recognise that support is required for parents to understand when children are: completing work on previous learning, where explanation and new learning is occurring, where children are practicing new learning, where pupils are reflecting or reviewing learning.
- Provide activities that are accessible. Clear instructions are necessary and clear examples should be provided (modelling).

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	Three hours per day
Key Stage 2	Four hours per day
<p>The vast majority of parents felt the amount of work set during the previous lockdown was appropriate and therefore we are replicating this during the current lockdown.</p> <p>Activities will not all be computer based but will encourage indoor and outdoor learning.</p> <p>Teachers set tasks so that pupils have meaningful and ambitious work each day in a number of different subjects. This will be broad and balanced across the curriculum and reflect the usual pattern for the weekly timetable and the planning which was in place where possible. Daily there will be:</p> <ol style="list-style-type: none">1. Phonics Key stage 1 /Reading / spelling2. Writing3. Mathematics4. Broader curriculum – access to science, art and design, computing, design and technology, geography, history, Modern foreign languages (Key stage 2), music, PE, PSHE. As we follow our usual annual curriculum plan, it may be that a subject is not represented but will be completed in a later term. <p>Teachers will try to indicate the duration of the activity. Remember we would not expect all children to complete all activities set so please ensure children do not persist with tasks beyond what would usually be a lesson – 45 minutes to an hour for older children and less for younger children.</p> <p>Expectations -The VLE must be kept manageable for staff. Please remember staff are also teaching classes of key worker children and vulnerable pupils (January 2021).</p> <p>Parents can adapt the learning provided to make it more interactive, more creative or fun. We provide the structure and lessons for all children including those who are working independently so do not</p>	

hesitate to adapt and enhance the work provided but please try to cover the key learning objectives.

Nursery- Although preschool children are not required to complete home learning as a setting we are committed to ensuring high quality activities are available to support children's learning through continuous provision. For older nursery children activities are available via the VLE. These are based on the termly planning and topics, which are being covered in nursery. The focus is on phonics, Maths, language development and physical activities. We also signpost parents to websites that offer fun ideas to support learning. The VLE is regularly monitored and we respond to children's work. We are happy to support any requests to ensure children are developing their skills in readiness for school.

Accessing remote education

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

The school has a VLE learning platform, which we have used effectively during the lockdown period. All activities will be placed on the homework section of the VLE for children.

Where necessary videos, explanations and illustrations (modelling) will be provided to support children and to illustrate to parents the methodology being used.

There will be a mixture of revision of previous learning, new learning, and consolidation through practicing strategies and skills repeatedly, reflection and assessment of learning.

Teachers will provide feedback to children for improvement.

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:

- Please contact us if you need to borrow a laptops or tablets to complete work at home and we will try to help you. We do have demands on our resources as we use technology in school but we will help where we can. Contact the school for more information.
- Some computers have been allocated to the school for vulnerable pupil support .These have been distributed.
- If you have no access to technology we can provide printed materials but if you have access then we ask that you use this, as it is more effective because children can have feedback from staff regularly.

How will my child be taught remotely?

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

- A live teaching session (online lessons) will occur for all children each week from mid-January. We will give all children an opportunity to meet together with their class. We are providing additional live teaching opportunities in Year 6 as a trial, and will assess how this can be used in other age ranges to support learning further.
- Recorded teaching (e.g. teachers video/audio recorded explanation, Oak National Academy lessons, White rose maths, PE videos recordings, music events etc.)
- Printed paper packs produced by teachers for children with no access to technology(e.g. workbooks, worksheets)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities.
- Regular reading is essential as we noted a decline in reading ages following the previous lockdown periods.

Reading books via VLE- Oxford Owls are available and we have class logins for Reception children to Year 6. Y1-Y6 have individual logins to SLS e-library and all children have shared access via student login to Curriculum Visions. We will be trialling Reading Rockets with year 1. Provision of schoolbooks for children to read at home occurs for some pupils.

- In key stage 1, we use phonics play and there is a related spelling site for KS2.
- Class texts have been sent home for some classes

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?

- All children are expected to engage with remote learning provided by the teacher during this lockdown. The engagement of children will be monitored and contact made when children are not engaging to offer support for children to do this.
- We advise parents to establish clear routines to support their child during remote education but acknowledge the many demands on parents during this difficult time. We have information to support you with organization so please contact us if you require this.

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

- We monitor engagement with the VLE activities daily and staff will report this to the Headteacher weekly.
- When engagement does not occur, we will call the family to see what support can be given. We understand that there may be difficult circumstances that have prevented children engaging and will work with parents during this difficult time.
- If there are ongoing difficulties, we will ask the Education Welfare Service to support us in facilitating engagement (Jan 2021).

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, talking through any issues with learning, marking comments on VLE, stickers or quizzes are also valid and effective methods. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Staff will respond to children and to children's work regularly as they do in the classroom. Sometimes that will be on the same day but not always. Sometimes comments will be about work but they may also be directed to the person e.g. their effort, perseverance, the learning process etc.
- Feedback is not always written It could be:
 - By discussion.
 - Comments to individual children exactly on how to improve.
 - Marking of books/work submitted.
 - Comments via the VLE.
 - Feedback during teams meetings.
 - Drop in sessions.
 - Peer marking/feedback on the success criteria.
 - Displaying models that are good responses.
 - Celebration of work or effort
 - Celebration of what was correct and tips on "what next".
 - Discussion on wellbeing.
 - Community feedback or comments.

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:

- Teachers should be aware of children or families who require additional support and provide this themselves, through TA or through appropriate channels e.g. designated lead, SENDCO
- Activities are often structured so children can access much of the learning in non-core subjects.
- Practical tasks are included so children can participate in learning practically.
- Differentiation occurs for children with SEND so work matches their abilities. Where children can access learning they do so for example modelled writing would be accessible to all children and so all children can participate. If work is too challenging parents are asked to contact the teacher who can suggest adaptations or set different work that uses previous learning objectives if appropriate.
- Additional support is available for children with SEND. This can be through resourcing e.g. appropriate books sent home, phonics sent which are targeted to the pupil's ability.
- Programmes are maintained where possible by resources being sent home e.g. speech and language programmes
- Online support is made available to older SEND pupils
- Different expectations are applied so children may complete fewer examples of the work set e.g. fewer Maths questions.
- Children might have more support from adults than other pupils might to complete tasks
- Online teaching might be signposted
- Additional opportunities for overlearning key ideas and concepts may be required e.g. spelling words from previous lists, number bonds etc.
- Work will be personalised for children with ECHP or graduated support but these children are generally in school as required.
- TA support will be offered via feedback on the VLE if required. TA can also differentiate work under the guidance of the teacher or provide continuity with previously established catch up programmes.
- SENCO will offer feedback from parental communication
- Remote education for younger pupils, for example those in reception and year 1 focusses upon reading, phonics and number but also includes topic based work which teaches non core subjects. Planning reflects the class teachers "usual" planning but is adapted so parents can support children to achieve the objectives.

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?

Teachers have become familiar with teaching children in school and providing remote learning. The learning reflects the school curriculum planning for the class and feedback is given to children on their learning and outcomes.

Once out of lockdown children who self-isolate will have the same offer as stated above. However, we recognise that if a family member, parent, or child has tested positive it may not be possible for children to engage. When they can, they should.

If you have any issues with the remote learning provided to the class then please contact the school. Contact teachers via the VLE or send any e-mails to the admin address. We would appreciate any communication being written with a supportive tone as staff are working under very difficult circumstances and doing their very best. Thank you.