

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

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?

From day one, children are able to access websites such as TT Rockstars, My Maths or Phonics Play with logins and passwords distributed at the start of the academic year. Teachers across school will communicate with their classes via messages on Tapestry (EYFS) or Class Dojo. From day two, all teachers will share with families a suggested weekly timetable outlining daily learning, which consists of the two core subjects (Mathematics and English) and all other subjects. Children will also be required to read and to practice maths fluency (for example multiplication tables or number bonds) on a daily basis.

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. However, we may need to make some adaptations in some subjects so that lessons will work more successfully in a home setting, for example in music or physical education (P.E.).

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:

Foundation Stage and Key Stage 1	A minimum of three hours a day including handwriting/phonics, reading, writing, mathematics (including fluency) and another subject.
Key Stage 2	A minimum of four hours a day including spelling, reading, writing, mathematics (including fluency) and one or two other subjects.

Accessing remote education

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

In EYFS, teachers will communicate with families and provide school work via Tapestry.

In EYFS, Years 1 and 2, parents will also be able to log onto Phonics Play to access phonics games and activities (a username and password will be provided).

In Years 1 to 6, children and parents will remain in contact with their teacher via Class Dojo and teachers will also use this platform to set and review work. Class Dojo can be accessed via the internet <https://www.classdojo.com/> or via the downloaded App. It will enable us as a school to instantly communicate and engage with all families and children, so we can keep building strong relationships within our class communities. Parents will be able to send private messages or contribute to a class discussion.

We ask parents to keep communication with teachers to the normal school hours of 8.30 a.m. to 3.45 p.m. Any contact after this time will be responded to during the next academic day. Teachers will set appropriate work in line with our current curriculum, primarily supplemented by a range of resources provided by the Oak National Academy, White Rose Maths, NCETM and MyMaths.

The Oak National Academy has been selected to support remote learning because they provide high quality modelling from teachers. The online lessons are free to all and offer recorded taught sessions so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with Special Educational Needs and Disabilities and those requiring additional support.

Teachers will choose and reference White Rose Maths and NCETM resources daily (linked via Class Dojo or Tapestry) as they are matched to our current maths curriculum model and their websites provide short video lessons which are 15-20 minutes long, each ending with suggested follow-up tasks.

For fluency in mathematics, TT Rockstars will be utilised to support the acquisition and retention of basic core skills and enable teachers to monitor the progress children are making.

In order to enable children to access reading books at their appropriate level and to continue to develop confidence and motivation with their reading, we are providing all families with access to Bug Club, an E-library with over 500 levelled books giving teachers the flexibility to differentiate reading for all children. Through this platform, staff are also able to track children's progress. Staff are also providing videos of themselves reading for the children to continue to foster and promote a love of reading.

To support the social and emotional wellbeing of all children, teachers and support staff across school will schedule weekly Zoom meetings where classes meet to discuss the week's learning and participate in quizzes etc.

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 have spoken to all families across the school in order to ascertain which children are in need of a device so that we can provide a laptop to those families most in need.
- For those families who have no access or limited access to the internet, we are able to provide them with an additional SIM card or to contact their mobile providers to increase their monthly data allowance free of charge. Where necessary, we can apply for routers or provide a dongle. We have also given parents or carers more information about how they can access online learning more successfully.
- We are supporting families by providing printed materials on a daily / weekly basis if they do not have online access.
- We have asked for completed work to be uploaded onto Tapestry or Class Dojo. Any work which has been completed on paper can be photographed and uploaded (for those with a Smartphone, Notes can scan work for it to be uploaded).

How will my child be taught remotely?

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

The range of approaches we use to teach pupils remotely are:

- recorded teaching - White Rose, NCETM, Oak National Academy, DfE Letters & Sounds phonics lessons alongside video and audio recordings made by teachers in our school;
- printed paper packs for those unable to access online learning produced by teachers (e.g. workbooks, worksheets);
- reading books pupils have at home;
- access to an E-library for levelled reading books;
- other websites which support the teaching of specific subjects or areas, including video clips or sequences such as Phonics Play, Teach your Monster to Read, MyMaths and TT Rockstars.

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?

- Engagement in home learning is compulsory, as the expectation that our school makes provision available and accessible to all. However, if children themselves are too ill, then we do not expect them to engage in home learning whilst they are ill as would happen during normal school opening times. Please inform the class teacher of this.
- Every year group will share a weekly timetable to support families with daily timings for different tasks / subjects. The children are used to following a timetable at school so having regular slots throughout the day for different subjects will help maintain a routine although we recognise that there needs to be some flexibility in this, particularly when parents are juggling working from home with supporting their child.
- We expect completed work to be uploaded via Tapestry or Class Dojo so staff are able to provide daily feedback to all children. This also enables us to assess children's learning and to adapt future lessons accordingly.

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

- Throughout the day, teachers and support staff across the school will review work which has been uploaded to either Tapestry or Class Dojo and provide feedback on it.
- If teachers are concerned about the engagement of a child within their class, they will make additional calls to discuss the obstacles and offer additional support to families. This may be followed up by calls from the pastoral team if there are any pastoral issues.
- If we are unable to contact you repeatedly by phone or via private messages on Tapestry or Class Dojo, then we will send you a letter to remind you of the importance of engagement with school.

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:

- Children will receive daily feedback on their work via their portfolios in Tapestry or Class Dojo. Staff will prioritise providing more comprehensive comments, including next steps, for improvement in English and Mathematics. Children will be encouraged to edit and improve their work where necessary.
- Through TTRockstars, MyMaths and Bug Club, teachers will be able to monitor the progress children are making with their multiplication tables, mathematical concepts and reading.
- On class Zoom meetings, teachers may use learning quizzes to assess children's understanding of lessons throughout the week.

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 children with SEND, teachers will differentiate their work for them.
- Teachers will provide practical resources, paper-based work and other resources to ensure needs are being adequately catered for.
- Those children with EHCPs will be given additional phone calls and the provision set out in their EHCPs will be met where possible (section F).
- Where children would normally receive additional support from SEND agencies, the SENDCo will make arrangements for those to continue via Teams or Zoom meetings as long as the agencies engage.
- We will use a different platform (Tapestry) for children in Foundation Stage. Specific tailored activities will be uploaded to individual areas to make learning more accessible for some children. Teachers will send home practical resources where necessary. Phonics groups will be split into differentiated groups. Activities will be provided via a bingo board for all children in Foundation Stage based on all seven areas of learning. There will be nine activities to select from throughout the week.
- In Year 1, phonics will be differentiated for different groups and English and Mathematics will be provided with presentations including voice-overs from teachers in school. Teachers will set a balance of practical activities across the curriculum alongside on-screen activities, so the children will have a range of active learning opportunities.

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?

- When a child is isolating due to awaiting the results of a test for a family member, a home learning pack will be sent home or provided when leaving school. Using Tapestry or Class Dojo, teachers or Learning Support Assistants will contact the child and parent(s) each day as a means of support. This may require a follow up phone call.
- If a child is awaiting the result of their own test and they are too ill to attend school as normal, then s/he will not be expected to complete the home learning.
- If a child is isolating for longer than two days, full home learning will be provided via Tapestry or Class Dojo including regular contact, communication and feedback from their teacher regarding their work.