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?

In the first instance, there will be work set for children on Purple Mash and communication will be through Class Dojo, our Facebook page and the school website.

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 have needed to make some adaptations in some subjects. For example, certain elements of Science/Art/D and T or PE may be adapted where equipment etc. is not easily accessible in the home.

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:

Primary school-aged pupils	EYFS – minimum of 3 hours per day – this would include elements of continuous provision. KS1 – minimum of 3-4 hours each day. KS2 – minimum 4 hours each day.

Accessing remote education

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

The resources we will use are Class Dojo, Purple Mash, Espresso, Active Learn Primary, Zoom and other general websites.

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 do our best to ensure that each child will have access to some form of IT equipment – this may be your own where available or it may be loaned from school.
- If there are still issues with the equipment or lack of internet access, there will be hard copies available and delivered for those who require them.

How will my child be taught remotely?

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

We will be utilising elements of the following;

- Live teaching

- recorded teaching

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- 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 (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 children, unless they are unwell, to be participating and engaging with the teaching and learning set for them as much as if they were in school.

- Parental support is expected – mainly through ensuring your child does the learning at a time convenient to your household (possibly through setting a timetable for your child) and that the work is submitted for marking and feedback.

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

Work completed online should be submitted on a daily basis or whenever the teacher requires submission.

Work completed on hard copies should be submitted weekly, with arrangements agreed between parent and teacher.

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:

Feedback will be given through;
- 'normal' marking
- Responses via online media
- Questioning when there is live teaching.
- Reports from online platforms can be accessed by teachers and fedback to children where necessary.

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:

We will set work for each individual child. This will be based on their needs and attainment levels, not necessarily on their year group.

There will be examples or signposting to extra support.

We will have check ins with children and their families on a regular basis.

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 the child were self-isolating due to being ill, they would not be expected to do any work until they were fit to do so.

If they are self-isolating for other reasons the expectations would be the same as above and children would be welcome to zoom into the lessons for teacher input.