

## **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?**

Prior to any lockdown or bubble closure, the children were provided with an exercise book and pencil with which to complete any remote learning that is set.

Following a bubble closure or wider school closure, for the first day of remote education, the children will be invited to take part in Zoom calls throughout the day so that they have contact with their teachers and support staff, registers can be taken and the learning can be explained. A timetable for the week will be sent to parents and carers via Parent Mail and to the children in Years 1 to 6 via their school Gmail account. The timetable will include the links to the Zoom meetings and to any other online learning activities that the children need to access. The children will be set activities which they can complete independently and that will reinforce key skills such as number facts, phonics, a love of learning and grammar skills.

## **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?**

Wherever possible, we teach the same curriculum remotely as we do in school. However, we have had to make some adaptations in some subjects such as PE. We have provided activities to those learning remotely which ensure that they are taking part in physical activities and are keeping active but cannot deliver our planned curriculum of invasion games and other specific sports.

We have included a range of well-being activities for the children both in school and at home to ensure that they have strategies to help them manage their emotions while they are learning under these different circumstances. These sessions will replace our planned curriculum for PSHE at the current time.

We have adapted our planned curriculum map for the year to ensure that the subjects being taught can be delivered effectively at home as well as in school. For example, in one year group we have chosen to deliver an art unit based around drawing people's faces rather than the planned unit of making smoothies which would have involved ingredients and equipment that may not have been available at home. We will deliver these units later in the year and keep our curriculum offer under constant review.

## **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 and Key Stage 1	<p>The mornings learning will be introduced in Zoom call 1. Between this call and call 2, there are three hours in which the children should complete their reading, writing and maths learning.</p> <p>The afternoons learning will be introduced in Zoom call 2. Between this call and call 3, there are 2 hours 30 minutes (which include the children's lunch break). During this time, the children should complete their topic learning. Topic lessons can include elements from the following</p>
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	<p>subjects: science, history, geography, art, design and technology, computing, RE and music.</p> <p>PE lessons will also be timetabled.</p>
Key Stage 2	<p>The mornings learning will be introduced in Zoom call 1. Between this call and call 2, there are three hours in which the children should complete their reading, writing and maths learning.</p> <p>The afternoons learning will be introduced in Zoom call 2. Between this call and call 3, there are 2 hours 30 minutes (which include the children's lunch break). During this time, the children should complete their topic learning. Topic lessons can include elements from the following subjects: science, history, geography, art, design and technology, computing, RE, modern foreign languages and music.</p> <p>PE lessons will also be timetabled.</p>

## Accessing remote education

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

We are currently emailing the weekly timetable to parents via Parent Mail and to the children's school Gmail accounts. We are using voiceover PowerPoints to support the learning, which are also being emailed to the children's Gmail accounts. Our live sessions are held three times throughout the day via Zoom. The children also have access to Google Classrooms and may choose to share their work with us via this method although this is not compulsory. Many of the children share their work during the Zoom calls or by emailing a photograph of it to their year group email account.

In addition to this, some of the learning provided will be through videos created by Oak Academy which can be viewed at home. The children also still have access to TT Rock Stars, Spelling Shed and Oxford Reading Buddy to enhance their 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 understand that the technology needed to support online learning is not always available to those at home and will try and support in whatever way we can.

We have a limited number of Chrome books which we are able to loan to families that have internet at home but do not have a device available for home schooling.

We have also informed parents about the mobile companies which are extending data bundles to provide families with greater access to mobile data if this is their only source of internet.

We have applied for pre-loaded SIM cards and routers to enable families with no WiFi connectivity at home to access the internet. We are currently awaiting the correct technology to enable these to work effectively.

We have provided paper packs of the work for those that are unable to access the online materials. These have been made available for collection to those that are able to do so and have been delivered to those families who have been isolating.

If the children are unable to access the Zoom calls or submit their work online, they are receiving welfare checks from members of staff who are able to discuss their learning with them and ensure that they are confident to complete it.

If you feel that any of the above would be of help to you and your child, please contact the school office or your child's year group email where someone will be on hand to offer advice.

## How will my child be taught remotely?

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

- Three daily video calls to explain the learning to the children, complete welfare checks and give feedback about the learning they have completed
- Recorded teaching including voiceover PowerPoints created by teachers, videos supplied by the Music Service and Oak National Academy videos to support the learning
- Tasks (or worksheets) created by the teacher which can be completed in the children's exercise book which was supplied during the autumn term
- Other available websites / apps such as TT Rock Stars, Spelling Shed, Oxford Reading Buddy, The RWI Virtual Classroom (EYFS and KS1 phonics) and Duolingo (KS2 German)
- We are also preparing assemblies to be shared in school and at home in the form of videos or voiceover PowerPoints to celebrate the children's work and share worldwide themes, good behaviours for learning and tips on how to keep safe

## 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 are expecting the children to attend the Zoom sessions throughout the day and complete the learning that has been set for them. The children are praised for their contributions and are given feedback if the work is submitted by email or by Google Classroom.

If we do not see the children on the Zoom calls, staff follow this up with a call to the family to ensure that they are alright, to offer support with technology and to talk through the learning that would have been shared as part of the call.

We have shared our expectations of the use of Zoom with parents via a letter. We asked that the children were supervised, in a quiet place where they could concentrate, dressed appropriately and that they remained polite and respectful of each other during the conversations.

We have also shared with our parents that the expectations on the amount of work set and completed are different during this lockdown than they were in the summer. Parents are aware that the children should be engaging in the learning set.

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

Engagement in the home learning will be checked in several ways:

- through work submitted to the year group email
- through work submitted via Google Classroom
- through work shared during the Zoom calls
- through work returned to school if paper packs are being used

If the children are not engaging with the home learning package, or a particular aspect of this, we will follow up with a welfare phone call to see if we can assist in any way.

## **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 be able to self-assess much of the work set as the answers will be made available during the Zoom sessions.

Feedback will be given on work submitted via email or through Google Classroom. Programmes such as Duolingo and TT Rock Stars will provide the children with instant feedback on their responses.

Some work that is submitted may be printed and used for in school assessment purposes such as independent writing and evidence to support EYFS learning journeys.

## **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:

Our children with EHC plans have been offered a place in school as per the government guidance. This allows them to access the learning in a familiar setting.

For those who are not attending school, the remote learning provided has been differentiated to ensure that it meets their needs.

Families have access to the year group emails where they can ask for support with the learning or with the technology. They are also able to phone and email into the main school office and speak to someone who can support them or who can direct them to someone else who can.

In exceptional circumstances, we have also offered short-term face to face support to children who cannot access the learning via the technology they have despite considerable phone and online support.

## **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?**

Where an individual child is required to isolate rather than the whole school or a whole bubble, they will be provided with a package of bespoke learning designed to close any gaps they have in their learning. These gaps will be identified through our inhouse assessments of the children.

Staff will make calls to these children throughout their period of isolation to ensure that they have received the work, that they are clear about what they need to do and to ensure that parents know when the child can return to school.