



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?

If sent home from school, children will be given maths workbooks, spelling workbooks, paper, pens/pencils and rulers. They will also have reading books. Links to videos for each maths lesson will be available on Tapestry.

If isolating from home, packs will be able to be collected by a nominated person or could be dropped off on the doorstep by school staff if collection not possible.

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, if lessons require equipment only found in school e.g. specific maths, science, art or PE equipment.

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	3 hours on average by Year 2 but fewer in Year 1, Reception and Nursery
Key Stage 2	4 hours per day on average

Accessing remote education

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

Online learning can be accessed through Tapestry. Occasionally, specific resources may be emailed to parents by staff.

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:

- school has a small number of laptops available for loan if devices are not available at home;
- if you require help with an internet connection, please contact school;
- printed resources can be made available for collection if required;
- completed work can be posted back to school or dropped off and feedback can be given by phone;

How will my child be taught remotely?

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

- live teaching (online lessons);
- recorded teaching (e.g. White Rose maths lessons, video/audio recordings made by staff);
- daily written explanations of activities on Tapestry
- printed paper packs produced by teachers (e.g. workbooks, worksheets);
- workbooks and reading books pupils have at home;



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?

School expects that all children will engage with their remote learning on a regular basis e.g. daily.

However, school recognises that this needs to fit in with the working patterns of parents who themselves are working from home.

School hopes that parents help support children by setting routines to support children's education.

If accessing a 'live' session, school asks that an adult is nearby to help out in case of technical difficulties.

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

School will check daily on pupils' engagement with remote learning work by looking at uploaded work

Tapestry enables school staff to check on when/if activities are being accessed by families

School will contact parents by email or phone if there is a lack of engagement to offer support in accessing learning

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:

- staff will respond throughout the school day, with written or recorded advice, to questions posted about activities. This may not be immediate;
- staff will comment on uploaded work and this may include praise, pointers for improvement or next steps;
- staff will provide daily feedback on uploaded work.



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:

- working with parents to set realistic expectations for learning at home;
- offering 'live' 1-1 sessions with regular support staff;
- for children in Nursery (YN), Reception (YR) and Year 1 (Y1) this will include offering a range of activities which are easily accessible, have short time-frames and are focused on a particular skill;
- for children in YN, YR and Y1, offer short, focused 'live' sessions to show work, read stories, allow for parental engagement too.

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?

In this instance, the remote-learning offer will be very similar to that outlined above but the response to queries may be less timely during the day if staff are teaching onsite in class.