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?

> In the case of national lockdown or bubble closure, in the first day or two, children's learning will be uploaded to either Tapestry (Nursery, Reception and Year 1) or Class Dojo (Year 2 – Year 6). Parents already have access details to these learning platforms and use them regularly as part of normal school life. Children might complete different work to those children in school.

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 an art lesson required specialist paints or resources, the lesson would be adapted to use resources that could easily be sent home or that parents may already have available.

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:

Early Years Foundation Stage	1.5 - 2 hours per day (depending on age): 30 mins Maths 30 mins English 30 mins - 1 hour wider curriculum learning These hours will be made up of a combination of play based learning and teacher led learning. Teachers will prerecord some content, whilst other lessons will be delivered live. Teachers will also use clips from published schemes that children are familiar with to support learning.
Key Stage 1	3 hours per day: 1 hour Maths 1 hour English 1 hour wider curriculum learning These hours will be made up of a combination of independent work, teacher led work and other learning platforms. Teachers will prerecord some content, whilst other lessons may be delivered live. Teachers will also use clips from published schemes that children are familiar with to support learning.
Key Stage 2	4 hours per day: 1 hour Maths 1.5 hours English

	1 hour wider curriculum learning.
	These hours will be made up of a combination of independent work, teacher led work and other learning platforms.
	Teachers will prerecord some content, whilst other lessons may be delivered live. Teachers will also use clips from published schemes that children are familiar with to support learning.

Accessing remote education

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

- In Nursery, Reception and Year 1, children will use Tapestry. Learning packs/physical resources will be available to every child – these will need to be collected from school.

- In Year 2 – Year 6, children will use Class Dojo. Learning packs/physical resources are available to every child in Year 2, and available on request from Year 3 – Year 6, to be collected from the child's school.

- Children will have access to reading books, which can be changed by staff in school in Reception – Year 2 and can be changed on request for children in Year 3 – Year 6. In Year 3 – Year 6, maths textbooks have also been sent home to support 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:

- Parents need to contact their child's school if their child is does not have access to a device that allows their children to successfully interact with the remote learning provision. We are working closely with the Government. the Local Authority, charities and local business to meet the need for more devices.

- Parents need to contact their child's school if they find they do not have the internet connection and/or data to support remote learning. We are working closely with the Government. the Local Authority and charities to meet the need for internet access.

- Pupils in Reception to Year 2 will have weekly paper/resource packs available to collect from Clover Hill V.A. Infant and Nursery School. Pupils in Year 3 – Year 6 will be able to request weekly learning packs, which will be available to collect from St. Michael's V.A. Junior School.

- Where children do not have internet access, packs can be returned to school for marking and feedback. Feedback will be given with the next resource pack, if returned in time to allow for quarantining and marking.

How will my child be taught remotely?

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

Some examples of remote teaching approaches both schools may use are:

- live teaching and class meetings

- recorded teaching (e.g. Oak National Academy lessons, Read Write Inc phonics videos and video/audio recordings made by teachers)

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

- textbooks and reading books provided by the school. Parents may also like to use reading books or text books that they already have at home

  commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. Language Angels, Maths Whizz, Espresso Coding)

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?

Expectations for pupils' engagement:

- Children must engage in learning and show evidence of this daily. This could be: photos, videos, drawings and written work.

- Children should engage in zoom meetings/lessons with their class teacher.

Expectations of parental support for engagement:

- Support your child in developing a daily structure/routine

- Ensure that your child hands in evidence of learning to the class teacher daily.

- Check the learning platform daily to ensure that you are up to date with learning set and any notices

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

- Teachers will keep a record of zoom sessions attended and evidence of learning
- Children's engagement with remote learning will be checked daily
- Where engagement is a concern, parents will initially be contacted by the class teacher
- If the class teacher is unable to contact parents/carers, further safeguarding procedures will be followed

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.
- Feedback will be given daily via the online learning platform that your child is using.

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:

- Physical resources are sent home to all younger pupils and those who find online learning challenging
- Teachers/teaching assistants are available daily to support children remotely
- Work will be differentiated to support individual pupil needs
- Pupil specific interventions are being offered where possible
- Children with EHCPs are considered for a place in school

Remote education for self-isolating pupils

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 self-isolating, work will continue to be provided in the same way through their learning platform. There may be a reduction in contact time and teacher led audio/video content as the teacher/teaching assistant will be working full time in school.