



Remote education provision:

FAQ and information for parents

This information is intended to provide clarity and transparency to pupils and parents and 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 child'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?

Our Google Classroom and Tapestry provision is set up and even on the first day of isolation we endeavour for there to be work available for children to access.

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 as far as possible. This is generally in line with the curriculum that would normally be in place throughout the year. Some adaptations are made but we aim to provide learning in a way that is at least as ambitious as that outlined in the National Curriculum. Remote Education is a term that encapsulates all of the learning that happens outside of the school building

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:

EYFS and Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Our main platforms in relation to remote education are Tapestry for Reception children and Google Classrooms for children in Years One to Six. This is where the curriculum is posted on a daily basis for children and families to access. On these platforms there is a range of videos made by staff, PowerPoints, links to national videos and links to tasks for children to complete. These tasks are completed and evidence uploaded back into the platform. In addition to this we use various Apps to support learning at home such as Bug Club, TT Rock Stars plus much more.

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 are happy to provide paper copies of work where required and where possible we lend devices to our families. If this is something required please call the Principal in our schools or more information. We communicate regularly via phone and are keen to receive work completed by children back in school and are always keen to provide feedback and more learning!

How will my child be taught remotely?

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

- live online check in to ensure that children feel connected with their teachers and their peers
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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

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 would like to encourage families to support their children in accessing and completing the learning set each day. We are also mindful that this is not always easy and understand that a great deal of learning is also completed through going for a walk, playing with toys, cooking and so much more. All of this is highly recommended.

In our primary schools reading continues to have a high importance and it would be great if you could read with your child regularly and talk to them about what they are reading alongside the work set.

The most important thing is that your child feels safe, knows they are loved and stays secure.

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

Your child's engagement in remote learning will be checked every day and we will make contact every week via email and phone calls. We will provide feedback on their learning through Google Classroom and through Tapestry where possible. Communication is also a two way process and we are happy for you to email us or send a message through Google Classrooms with any concerns you may have. Children make the most progress when there is clear communication and support between home and 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:

- Teaching staff will give daily feedback on learning submitted. This may be whole class feedback focusing on what is going well and to pick up common misconceptions, or individual feedback. Public feedback will praise effort and enthusiasm. Specific individual feedback will be given via email or direct message to the child not on the public Google classroom platform. This specific feedback will support the children to move on in their learning.
- For older children, regular assignments will set weekly and children will be expected to turn them in by the specified date. This work will be marked and returned to children with appropriate feedback.
- Teaching staff will use apps like Bug Club and TT Rock stars to monitor reading and times table progress.
- Teaching staff will continue to recognise children as learning champions and will continue to award hot chocolate remotely to praise effort and achievements.

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:

- Children with specific learning difficulties will be offered bespoke remote education by class teaching staff linked to their learning passports. This may be specific assignments on Google classroom, paper based activities or text books delivered to individuals.
- Resources to support children with SEND will be made available to support individual needs e.g. visual timetables, sensory resources, iPad
- Our learning mentors and SENDCO make weekly phone calls to support the families of children with SEND
- Very young children have activities provided remotely via Tapestry. Teaching staff provide phonics sessions, stories, activities and games for families to meet the early years' curriculum. Games and resources are loaned to families to support learning through play.

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?

There will continue to be work set on Google Classrooms or through Tapestry for children to access or paper based learning. Please be aware that feedback at this time may take a little longer as teachers will also be working in classrooms.

We are aware that we are all learning new ways of working during this difficult time. We really appreciate your kindness and support. Please contact us directly with any concern you may have as well as any positive feedback.