

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 event of a lockdown or bubble closure, we will ensure that appropriate and suitable learning is set by the first full day of remote education. For the first day, this may draw on government-approved resources like Oak Academy and BBC Bitesize. We will also use the Ruth Miskin portal for phonics in FS and KS1. These lessons may not require pupils to hand in work. By day two, we aim to provide our full curriculum coverage using pre-recorded lessons and relevant resources made by our own teaching staff. These will all be accessible via Google Classroom and the lessons will aim to reflect the timetable and current learning that would have been delivered in school. In addition, during this time, all parents/carers will receive contact from the school to offer support and guidance with their child's remote learning and expectations.

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 will always aim to 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 to ensure that pupils can access all remote lessons fully. For example, in science, where investigations are to be carried out, an alternative lesson may have to be planned due to a lack of resources at home. To support parents and pupils, each Google Classroom class board will have the amended timetable visible on its front page. This will show what lessons are expected that day and when they will appear on Google Classroom.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The nature of remote learning means that lessons are designed to be shorter to support pupils' engagement and attention levels. As a result, multiple, smaller lessons may be set which are part of a sequence and serve to segment lessons that would have been delivered as one if in school. This may mean that multiple lessons appear which will not require the same length of time dedicated to them.

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Reception	2 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

We use Google Classroom as our primary online platform for home learning for all pupils. We aim to direct and link as many of our other sites through Google Classroom.

These other sites include:

Ruth Miskin School Portal

Times Table Rockstars

Numbots

Primary Languages Network

Letter Join

Oak Academy

BBC Bitesize

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 have actively gathered information about all pupils and their access to technology at home. This information is continually updated based on feedback from teaching staff and parents/carers.

Pupils with access to only a mobile phone are not deemed to have the appropriate

technology to carry out remote learning.

We can provide support by:

Keyboards for gaming consoles:

The school has purchased a number of keyboards which can be used with a games console to access Google Classroom - parents/carers have been advised to contact their child's class teacher in the first instance, should they require one of these. Information on how to utilise consoles has been shared with all parents/carers

Lending of laptops:

The Senior Leadership Team (SLT) have identified pupils without access to the appropriate technology at home and have allocated laptops on an individual needs' basis. SLT continually monitors the virtual register and uses this to inform their decisions about providing additional laptops to families. Staff are also able to discuss technology needs with parents/carers during their regular phone calls and make a request to SLT for a laptop to be issued.

Additional data:

Parents and carers have been signposted to the government's offer of additional data, via the weekly newsletters, with James Mills being the point of contact to submit any requests. In addition, we have a limited supply of data only SIMs which parents can access to support their child's data usage when remote learning.

Foundation and Y1 resource packs

We understand that our younger learners need more physical guidance with their learning and that the majority of this will be done with a parent or carer in support. Each pupil will be provided with additional resources that are designed to directly support the lessons that they access through Google Classroom.

Hardcopy packs:

We aim to minimise the number of pupils requiring a hard copy pack as our preferred method of remote learning is having regular input from their teaching staff. Where these are in place, they are provided at the start of each week and contain lesson resources that are inline with those being utilised in school.

How will my child be taught remotely?

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

All pupils have access to Google Classroom for remote learning. There are also a number of additional online platforms which may be used by different year groups. Where these are used, we aim to link these through Google Classroom to support pupils' organisation and management of their lessons.

All year groups will use the following approaches:

Two live online assemblies each week.

Recorded teaching created by teachers and teaching assistants for the majority of lessons.

Websites to support the teaching of specific subjects, such as Times Table Rockstars and Numbots for maths.

Printed paper packs for those without access to technology

In Reception, a home learning pack has been created and collected by parents/carers, containing items such as a pair of scissors, play dough for 'Dough Disco', sound mats, numbers lines, etc. Instruction of their use and teacher input is accessed via Google Classroom.

In Y1, a similar home learning pack has also been created and collected by parents/carers such as handwriting line guides, a 100 square, number lines, sound mats and fine motor control activities. Instructions for their use and direction are accessed via Google Classroom.

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 understand that schooling at home can be challenging; however, we want all our pupils to continue their learning remotely. To do this, we expect them to access Google Classroom and complete the required amount of learning for at least four days a week. To help prioritise this learning, we would expect the reading, writing and maths to be completed before other subjects. We know that younger children require more support to engage with home learning and this can mean that parents/carers can see first hand the learning their children are doing, but we expect all parents/carers to play an active interest and supporting role in their child's education. Teachers will regularly discuss the child's engagement and offer strategies to help parents/carers to support at home. Where we can help - we will.

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

Every piece of learning completed, via Google Classroom, will be marked and logged within a whole school virtual register. Using this, teaching staff will identify the level of engagement of each pupil. If there are academic concerns, either with the volume or quantity of learning submitted, then a member of our teaching staff will make contact with parents/carers directly to help provide further support.

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:

We value every piece of learning submitted and this can be in a variety of ways. Where possible, we aim to mark in line with our Assessment, Marking and Feedback Policy. This can take the form of individual feedback, either written or verbally, automatically

through Google quizzes, providing overall scores and using live assemblies or recorded videos to provide whole-class/group feedback.

To help support our teaching staff's wellbeing, we will aim to mark all work that is handed in before 1.00pm on the same day and all completed work submitted after 1.00pm will be marked by 12.00pm on the next school day.

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:

As part of our regular contact with families, we use these opportunities to identify and adapt the learning assigned to take into account any pupils who need additional support. Class teachers respond to these discussions by adapting the quantity and level of learning expected. In addition, this could also include changing the way remote learning is delivered to the pupil. We understand that not all pupils behave or engage as fully at home as they would in school and our teaching staff liaise constantly with Fiona Barry, our SENDCo, who oversees this adapted provision and works closely with our families.

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?

Juggling the challenges of ensuring that those who are self-isolating receive quality remote learning while the remaining pupils are taught face-to-face means that we are unable to provide home learning at the same level as we can in the event of a full closure. On the first full day of self-isolation, learning will be set by 9.00am which will attempt to mirror the curriculum that would be taught in school.

For a full week overview, this would include:

Need 2 Knows

Daily English lessons (reading and literacy)

Daily phonics (if accessed in school)

Weekly spellings (if accessed in school)

Daily maths lessons that include times table practice

PE activities

5-7 foundation subjects a week (based on year group) e.g. history, geography, music, Spanish or art

Daily emotion token check in

English and maths lessons will primarily consist of our own created content. While foundation lessons will primarily be set using Oak Academy via Google Classroom. Home learning will not be valued and marked at the same level as it is during full closures, but at least one weekly wellbeing and academic call will occur to support pupil engagement as well as the daily emotion token check in.