



Remote Education

Provision

January 2021

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 if 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?

Pupils in KS1 will be provided with logins for Purple Mash, Espresso and Jasmine PE. Children in the EYFS will be provided with logins for Tapestry, Espresso and Jasmine PE.

Remote learning packs were sent home in the Autumn 2020 term in preparation for potential closure of the school/bubbles.

Families who do not have digital access were provided with a work book and work emailed to them.

During the first day or two, children will be given whole year group work to allow them to become familiar with the packages at home.

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, there will be instructional videos to go alongside any activities that would offer additional support in delivering the activity at home. This could be a recorded video of staff, videos from Oak National Academy and White Rose Maths hub, alongside the other digital applications parents have access to.

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:

Primary school-aged pupils	Pupils in KS1 are expected to be set up to 3 hours a day of learning with less for younger children. Year R will also set up to 2 hours of learning a day.
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Accessing remote education

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

Pupils in KS1 will be set work on Purple Mash, specifically the Year Group blogs and 2Dos will be set for the work that can be completed on a device. Some activities can be completed on paper and parents can upload the pictures to class emails already provided. Espresso and Jasmine PE activities and resources, will be referenced in the work set.

Children in the EYFS will be set work via Tapestry combining the use of Espresso and Jasmine P.E. Parents should upload evidence of work to go towards their child's Early Years Journal. Additionally, class email will be provided for any difficulties.

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:

- In exceptional circumstances where families have no access to the internet, individual plans of action will be addressed.
- A survey is completed by Parents every September, which details their level of digital access in detail. Following this, children that are identified as having no/limited access, will be provided with a remote learning pack including work books. If they have access to email, they are emailed the work weekly.

How will my child be taught remotely?

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

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 of pupils:

- To participate in online learning and activities as published by their teachers via Purple Mash/Tapestry/Email to Parents. Uploading work and sharing via email photos where necessary, with adult support.
- To ensure everyone feels valued, respected and included.
- To respect your right to be the best you can be by always trying your best.
- To promote respect in relation to the rights of others.
- To contribute their work and any views directly via Purple Mash.
- To ask for help from their teacher when needed or to tell parents/carers when they don't understand something.
 - To remember if you see anything inappropriate, Lock it, Block it, Show it, Tell it.

Role of parents:

- To ensure pupils access online learning and associated activities as set by the class teacher via Tapestry/ Purple Mash blog.
 - To foster an open pathway of communication between the school and home where appropriate, via Purple Mash or Class email as appropriate. This includes asking for support when needed.
 - Ensure that cyber resilience and internet safety is central to all digital technology use as set out in the Computing and e-safety Policy, which is also advertised on the school website.
- Parents should familiarise themselves with these.**

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

- Staff will check daily children's engagement with activities as per government guidelines.
- There is an expectation of a minimum amount of work to be completed and will be monitored to see if this is being completed.
- After 3 days, if there has been no contact, an email will be sent via the class email to check in with the family and see if they need any additional support.
- If no contact after this email, there will be a welfare call home. If families cannot be contacted the first time, a phone call will be made every day until contact is made. Concerns of lack of contact will be reported to SLT.

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:

EYFS

- Each piece of work that is completed is commented on and marked against the EYFS as appropriate.
- Additional challenges will be set when appropriate in order to move children's learning forward.

Key Stage 1

- Some activities on Purple Mash are marked automatically e.g. number bond quizzes, or self-made quizzes. This data is then available to be analysed before closing the 2Do.
- Spelling tests will be done on a quiz or as a written task weekly as if pupils were in school.
- Feedback is given on every activity and challenges given to make their work of a higher level if appropriate. It also allows the opportunity to set a redo if the child needs to redo the activity.
- When children submit their work, they can leave a comment, either written or verbal, for the teacher and provide feedback on the activity.
- Work emailed to teachers will be replied to and a challenge set if appropriate.

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:

- Where appropriate, work will be differentiated and extra support and resources given.
- Activities can be differentiated by outcome as if there were in school e.g. a more structured work sheet/2Do/activity given to children with SEND.
- Teachers will liaise with parents who may be struggling to give them clear expectations for their individual child.
- The expectations of activities to be completed on line will be less with Year R children. Year 1 pupils will be set a combination of online work and activities that can be completed on paper as an alternative, if needed.

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?

Individual self-isolation

The teacher will liaise with the individual family to create an appropriate education plan for their needs.

Bubble closure

If the teacher is well, they will adapt the planning for year group and set it for their bubble.

If the teacher is unwell, the work will be set by the remaining teachers in the year group, using the planning as a basis for activities.