Remote Education Provision – January 2021

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 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?

Day one of a bubble being closed would be the day the teacher would be using to plan and create the resources for the coming isolation period. These resources will be available online to all families in time for the beginning of day 2 – parents would receive a digital communication with a link to the where to access the work.

On the day of the bubble being closed parents will receive a letter informing of the closure and a link to generic activities that the children could use on the first day of school closure to them while the teacher prepares the work for the upcoming period of isolation.

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 may need to make some adaptations in some subjects. For example, subjects where the planning for that period involved the use of specific equipment may need adjusting, or substitution until such a time that the children can be back in school with access or we have time to get equipment or an equivalent activity arranged. This might be likely in subjects such as science where a specific hands on experiment was planned or computing where a piece of specific software or technology is needed.

Remote teaching and study time each day

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

In line with the guidance from the DfE, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 2	4 hours a day
Key Stage 1	3 hours a day on average across the cohort, with less for younger children
EYFS	There is no guidance from the DfE here. We suggest where possible that the children of this age spend 15 minute bursts covering writing, phonics, reading, maths, physical development each day where possible – subjects can alternate on different days but reading both to and with should be daily. If possible time spent on the other areas of learning also. We'd hope children were able to have at least 1hr directed time, with self-directed play the remainder each day.

Accessing remote education

How will my child access any online remote education you are providing?
Each class has a home learning page on the website. In the event of a bubble closing the work for the class goes up here. The parents are sent a link to this page via the school communication system, ParentHub or text message.

There is also a notification with a quick link put on the website during the period of any closures so that children and parents have a quick way of navigating there.
Where needed, we will print out and provide hard copies of all work and teaching presentations.

There is a 'task list' for the week that sets out the work for that week and what expectations are in each subject. Work on the webpage is grouped by the week. Where specific work is for a set day, such as in English and Maths, this will clearing be stated on the document link. Teaching videos are created and hosted on Vimeo and linked to through the class home learning webpage

Each morning from day 2 of the bubble isolating there will be a short zoom session with the teacher and class to take the register, set them up for the day in terms of expectations for that day's work and to answer any questions that may have arisen.

We are trialling the use of an online learning platform with some of our classes in January 2021. If successful this will replace the website as the single point of access for the school work. It will also make the submission and feedback simpler.

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:

- Devices – where a family do not have a suitable digital device we will provide them with an iPad, laptop or Chromebook for home use during the isolation period (dependent on in school stock)

- Internet connection – where a family do not have an internet connection, or are relying on a limited mobile contract, we can provide either a data only sim or a Wi-Fi 3G dongle (dependent on school stock)

- Hard copies – we endeavour to plan activities that, wherever possible can be completed online or using just regular stationary. However, if parents would prefer to have printed versions of any of the documents put online we will provide these in a pack on request to be collected from the school office (or given to a sibling, if still attending school). Where a family are all isolating, or they could not attend school without bringing the isolating student, we would arrange to deliver to the home.

- Other resources – we will provide any resources the family might need to complete work – for example, packs of paper, pencils, ruler, etc. These will be either collected or delivered as described above.

- Submitting work – work can be email in to the class teacher (photographed or digital document) via the school office. Feedback is received the same way from the teacher to the parent via the admin email address. In the event of a short closure it may be decided to bring in the hard copies at the end of the closure. On resumption of in school lessons children would hand in the work they have been doing to the class teacher.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:
- Live zoom session each morning – register, share work from previous day, set expectations of tasks for that day and where to find the instructions/presentations/worksheets etc.

- Recorded teaching – for English and Maths there will be a presentation with a recorded teaching voiceover to go with it and any associated task sheets or resources
- Digital teaching presentations (printable) – slides for the different curriculum subjects/areas with associated resource packs and worksheets
- Videos – teachers reading stories and/or explaining concepts/activities
- Websites – where appropriate links to websites to support learning
- Subscription services – school subscribed online learning activities – e.g. Mathletics, Bug Club, LGfL

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?
- Zoom call for class each morning – attendance and participation of child expected – parent/carer to support child to access but not take part in session
- Parents/carers to support child to set up quiet space from which to work and help to structure their day following guidance from the school
- Work set – expected to be completed each days tasks – if problematic or specific individual circumstances making difficult expected that parent will discuss with teacher – parent/carer to support child in accessing (either website or learning platform- younger children will need more support with this than others)
- Daily phone call from member of support staff to the child to check-in and offer support in any tasks they might need it
- At least weekly phone call from teacher to chat with parent/carer to check in
- Work – to be submitted regularly via email (or learning platform once up and running)

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
- Daily zoom call – will be called shortly afterwards if child is not present to enquire why
- Daily phone call to child from member of support staff
- At least weekly phone call to parent/carer from class teacher
- Submitted work acknowledged/feedback given via email or learning platform
- If any of the checks above missed more than once and/or work not being submitted school's senior leadership informed and school office/leadership team will intervene to contact and establish why child-parent/carer not been contactable and remedying action will be taken to support the family moving forward

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:

Every piece of work will receive an acknowledgement from the class teacher as it would in the classroom. Also, like in class, some pieces might be given more in depth comment and suggestions for improvement – this will depend entirely on the lesson and its place in the curriculum sequence.

Feedback will be either, verbal during zoom and phone calls, via email from the class teacher in response to work sent in, or if submitted via a learning platform it could take the form or text comment, voice comment or video comment.

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:

- Teacher/Parent/SENDCO – close collaboration to ensure any additional resources needed or particular differentiation is available for the child

- External support services – where external professionals would be working with the child the SENDCo would liaise to see what support or guidance can be offered to the parents remotely via that service

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 the case of an individual child or a few children within a bubble isolating, but the majority of the class being in school with regular lessons, the approach will differ slightly. There will be a pack of work sent to the family for each week the child is isolating.

This will be the same in that all curriculum areas will be covered and the time taken to complete activities will be similar to the whole class approach.

However, many of these activities will be generic in nature. That is they will be designed to revise previously learnt activities or offer opportunities to develop and practice key skills for their year group. They will not necessarily be the same as the activities the rest of the class will be doing that week in school.

Where an activity the class is doing that week can easily be transferred to the home learning scenario it will be sent home to be complete, but as the approach to the teaching is very different whether children are in a class or working from home, the teacher is not able to plan two different approaches at the same time, hence the difference in work.