**Remote education provision: information for parents**

**To be read alongside our Policy on Remote Learning and also the recorded Zoom meeting, dated 14.1.21**

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 policy.

**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, PE or Art lessons if there is specific equipment required. If this is the case, an alternative activity will be provided where possible.

**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 and Key Stage 1: Approximately 3 hours

Key Stage 2: Approximately 4 hours

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

For Early Years, remote learning will be accessed through Tapestry.

For Years 1 to 6, remote learning will be accessed through the pupil’s Google Classroom account.

**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:

* School is aware of which families will benefit from access to devices to enable suitable online access at home.
* In these circumstances we issue chrome books or laptops to pupils wherever possible, either through delivery by the school or families coming to collect.
* We have checked with all families to ensure that they have internet access. Where this becomes a problem, we will work together to come up with a speedy resolution.
* Following a parent survey, it was clear that only 30% of the school family had a printer at home. Therefore, NO remote learning requires work to be printed off. However, families that have a printer can print materials if they wish.
* If we did have a family with no online access then we would arrange either postal communication of work as well as telephone calls.

**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 used by different year groups:

* recorded teaching (e. video/audio recordings made by teachers);
* printed paper packs produced by teachers (e.g. workbooks, worksheets);
* textbooks and reading books for pupils to have at home;
* website links supporting the teaching of specific subjects or areas such as
* TT rockstars and Oak National Academy.
* Access to banded reading books via Oxford Owl. Please refer to the presentation by Mrs Jones.
* There are a variety of reasons why we are not doing live lessons as part of our daily programme. The main reason for this is around the limitations we have on our resources, both in terms of personnel and also the hardware in the rooms to make this a productive way of teaching. More information on our rationale can be found within the recording of the Zoom meeting.

**How will my child be able to interact remotely?**

We recognise the importance of providing children who are learning off site with the chance to socially interact with their peers. Therefore, children from Years 2 to 6 will have one or two Google meet sessions per week and children in Early Years and Year 1 will have weekly story times. Years 1 to 6 will have weekly celebration assemblies. Early Years will have an alternative with smaller groups of children.

**What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?**

* We ensure that there is daily remote learning available which can be accessed as easily and independently as possible for all our pupils.
* Our expectation is that they do access this learning each day and we monitor levels of engagement throughout the week.
* However, we appreciate that different families will be managing a variety of circumstances and family dynamics. Therefore, we recognised that some pupils will access the learning at different times to others.
* Our family support team have communicate examples of how you can set routines of how you can help or support your child to access remote learning as independently as possible. Please be kind to yourselves.
* As stated above, the school will work with families to address technical barriers.

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

* We monitor levels of engagement throughout the week. We do this in a variety of ways, such as reviewing their TT Rockstars scores, Google Classroom or pieces of work emailed in.
* We will contact parents if we cannot see evidence of their child engaging with the remote learning. Together, we can discuss your child’s experience of remote learning and come up with strategies to support both parent and child.
* Parents should contact the school for advice and support if remote learning is proving to be a battle at home. At these difficult times, the pressure of remote learning is something that can easily be resolved.
* We have a dedicated family support team who will also make contact with families where engagement in remote learning is problematic.
* There is a video on Facebook from Miss Clegg with some suggestions about how to manage a day of remote learning.

**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:

* Self-marking quizzes
* Whole class feedback
* Google Meet sessions
* Comments on Google Classroom
* Where appropriate, phone calls and emails
* Dialogue through Tapestry
* Year groups assemblies

**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 those pupils on the special educational needs and disabilities (SEND) register, 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 possible following ways:

* Paper based learning packs tailored to the child’s learning needs
* Appropriate reading books
* Possible 1:1 IEP sessions with teaching staff
* Practical resources (e.g. word banks, number lines)
* Advice on practical ways to support your child at home

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Please see our Remote Learning Policy which describes what this provision would look like. It is very similar to all that has been listed here but needs to be managed slightly differently as there is not the staff capacity to run all of the above as we will potentially have full classes in school.