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?

Children will be provided with an empty Home Learning Journal to take home and complete written tasks in – if the school is given sufficient notice of closure to organise this. These will be made available for collection otherwise.

Teachers will assign tasks on the Seesaw home learning platform on the first day of home learning that will consolidate the work being completed in school before closure.

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?

When the period of closure has been confirmed (as far as is known), children at home will be provided with a balanced curriculum using the Seesaw home learning platform.

- 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, where national video resources such as White Rose and the Oak National Academy vary from our planned curriculum, we will follow their programme of study for the period of closure.

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:

Key Stage 1	Up to 3 hours per day
Key Stage 2	Up to 4 hours per day

Accessing remote education

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

The main online platforms we will use to deliver home learning are Seesaw, Zoom and Tapestry. Children in the Early Years Foundation Stage will be given daily tasks and instruction using the Tapestry system so that all learning is recorded in their pre-existing journals. Children in Key Stage 1 & 2 will be assigned daily tasks and instruction using the Seesaw platform.

All teachers will hold a daily Zoom session with their home learners to maintain class cohesion and well-being. These will not be 'live lessons'.

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:

- A small number of devices are available for loan. These will be distributed to families known to have no other access to the internet
- Families with insufficient broadband service will be offered the opportunity to apply for free additional 4G data using the Gov.uk support scheme
- Families unable to access online learning will be contacted directly by the school to discuss alternative support arrangements, such as collection of printed materials from the school at agreed intervals

How will my child be taught remotely?

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

Our learning platforms of Seesaw and Tapestry will be used to deliver remote tasks and instructions using a combination of approaches:

- tasks and presentations created by our teachers

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- recorded acts of collective worship from Senior Leaders, Local Clergy and Diocesan officers

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- project work and/or internet research activities

Teachers will assign daily tasks so that children and parents can clearly see expectations in each subject each day.

In addition to assigned learning, each teacher will host a daily Zoom session for children at home to maintain class cohesion.

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?

- Pupils at home will be expected to complete a proportion of the tasks assigned by the teacher every day. This proportion will vary from class to class and child to child and will be made clear by the teacher.

- Parents are expected to support children while learning at home as much as possible, but it is recognised that this is a challenging requirement for some families and dialogue between home and school will be encouraged to agree what is achievable.

- Teachers will endeavour to assign tasks that are as flexible as possible so that families are able to set their own routines for learning. Live lessons will not be used in most subjects for this reason.

- The Oxford Owls reading library will be made available online to younger children to encourage continued reading at home.

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

Using tools found in the Seesaw and Tapestry platforms, children will be able to demonstrate their understanding of the tasks and instructions given

- Teachers will report any children who have not engaged in home learning to SLT on a weekly basis
- SLT will contact these families to check on welfare and explore any barriers to home learning that may have arisen

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:

Using tools found in the Seesaw and Tapestry platforms, teachers will

- Receive completed tasks in a variety of formats (e.g. screen shots, photographs & scans of written work, audio recordings, video recordings, ICT presentations
- Keep the need to print out worksheets to a minimum.
- Encourage children to comment on their own work and ask for further help if needed.
- Use the feedback tools on Seesaw and Tapestry to provide written or recorded feedback when needed.
- Adapt future tasks in the light of work received from home learners.

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 identified as most vulnerable to being unable to access home learning will be offered a place in school if current restrictions allow.

- The SENCo will keep in regular contact with children identified as having SEND and support each teacher in providing work that helps to meet their needs.

- The SENCo will signpost families to mental health and well-being support on offer by external agencies.

- Additional resources (such as online dyslexia programmes) will be made available to specific pupils if their needs dictate.

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?

If an individual child is required to self-isolate while the remainder of the class are in school, then the class teacher will assign tasks on Seesaw or Tapestry for the period of the absence that reflect the curriculum being followed in the classroom and enable the child to keep pace with the learning taking place in school.

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