

## 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?

Children should log on to their remote learning account (*myShowbie* for KS1 and KS2). As soon as they log on, they will see two week's worth of work. They should open the week one folder and complete all of the work labelled day one (reading, writing, maths and phonics) in the morning. In the afternoon, they should look at the timetable that shows which lessons they should complete on that day (science, music, PSHE etc.) All of the work set in these folders is from pre-recorded lessons by teachers in school or across the Trust and the Oak Academy.

Children in EYFS access remote learning through the *Family* app. This can be accessed on phones, tablets or computers. Children watch pre-recorded lessons and are then set follow-up tasks away from the screen. Parents can write comments to the teachers on how the children did or upload images of their work. Children are given a remote learning pack to support them with practical tasks such as maths and a book to record their phonics work.

### 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?

- If the whole bubble or school has to learn remotely, then we teach the same curriculum as we would in school. We follow the same timetable as we would in school with additional daily PE lessons and daily well-being sessions. All sessions are led by the bubble's teacher who pre-records lessons and uploads daily by 9am.

## 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	<p>In KS1 and KS2, we provide at least 4 hours of remote learning every day.</p> <p>The timetable is set to follow the timetable of a normal school day, with additional breaks, slightly shorter lessons, and additional daily PE and well-being lessons.</p> <p>Learning takes place between 8:45am-3:00pm with an hour for lunch and regular breaks.</p> <p>In EYFS, we provide at least 3 hours of remote learning every day.</p> <p>The timetable is tailored to meet the needs of the EYFS curriculum and all follow-up tasks are away from the screen.</p>
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## Accessing remote education

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

Children in KS1 and KS2 access remote education through *MyShowbie*. They have their own log in details which is automatically allocated to their class. Once logged in, they watch the daily introductory video from their teacher who explains the sequence of learning for the day. Children watch a series of pre-recorded lessons by their child's teacher (or another teacher from the Trust). They then complete work in a variety of ways: completing uploaded worksheets, completing work in their exercise book and uploading an image, typing directly into the task's chat feature, recording voice notes, completing multiple choice quizzes, completing practical work and challenges and feedback how they solved the problem or uploading a photograph of their project/challenge.

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### 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 lend Chromebooks to pupils if they do not have a device at home. Parents are sent a Home Technology Survey Form to complete (which is sent to their phone). This form is sent regularly. In addition, parents can call the school office to request the form again. As well as this, teachers who notice that children are not accessing remote education are able to request that the form is sent to parents and can communicate with them to encourage them to complete it.

We also provide internet connection for families who do not have it. Parents complete the same form (see above).

We provide online connectivity and devices to all pupils to enable them to access remote education.

We also provide remote learning packs including exercise books and stationery to all pupils.

## How will my child be taught remotely?

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

- Pre-recorded lessons by your child's teacher for reading, writing and maths. These lessons are approximately 15-20 minutes long and include a follow-up task which takes another 15-20 minutes to complete.
- Pre-recorded phonics lessons from a teacher across the Trust.
- Pre-recorded lessons from the broader curriculum from across the Trust (science, history, art, DT, RE etc.).
- Pre-recorded lessons from the Oak National Academy or White Rose Maths
- Websites supporting the teaching of specific subjects or areas, including video clips: BBC Bitesize etc.
- Access to books to read for pleasure and read independently: Oxford Owl and Bug Club
- Remote learning packs relevant to each Key Stage to support pupils with their learning.

## 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 for pupils' engagement with remote education

- Pupils are expected to complete all work set on the day it is set.
- Pupils are expected to complete work to the best of their ability.
- Pupils are expected to share work with their teacher on the day it is set.
- Pupils are expected to communicate with their teacher if they require more support.

expectations of parental support, for example, setting routines to support your child's education

- Ensure your child/ren go to bed on time, try and have a similar routine like you would if they were attending school
- Have a routine so any siblings can take it in turns to complete set work by their teacher
- Provide a quiet space for your child/ren to complete their work (can provide headphones)
- Ensure short physical breaks are built into the day so children can have time away from the screen
- Ensure anything that may distract them is put away (play stations/phones etc.)

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

- Teachers check pupil's engagement with remote education on a daily basis. They can easily monitor who has completed work and assess the quality of the work.
- Parents will be immediately contacted if their child is not accessing work. This may happen in a number of ways: a text message, a phone call from your child's teacher, a phone call from a member of support staff, a letter sent home if we are unable to contact you.
- Teachers can communicate with parents via the chat function and equally, parents can communicate directly with their child's teacher using the chat function.
- In addition, at least once a week, all parents receive a call from a member of support staff who will give a general overview of the child's engagement over the week.

## 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:

- Feedback may be given to individual pupils using voice notes, messages, annotations on their uploaded work or emojis. Sometimes, feedback may require a phone call to the pupil.
- Feedback may be given to the whole group/class. This may be given in the following teaching lesson, in the class discussion or in the chat section.
- Answers may be released at a later time so children can self-mark. Teachers will then review the work to plan the next steps in learning.
- Pupils are set multiple choice, self-marking quizzes so they receive instant feedback. Teachers analyse the results of these quizzes to inform their next teaching session.

## 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 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:

- In the EYFS and for pupils with complex SEND, we use the *Family* app. This is easy to access for parents and they can communicate easily with teachers.
- Pupils are able to watch pre-recorded lessons and then complete a follow-up task away from the screen.
- Lessons are tailored to meet the individual needs of each pupil.
- The length of lessons are tailored to meet the needs and age of the child.
- Phonics, maths, stories and topic lessons are prioritised and parents are encouraged to participate with the follow-up tasks.

## **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 a pupil is self-isolating, they log onto their *Showbie* account.

They will find two weeks' worth of work that is broadly in line with what their peers are learning that half-term in school. As soon as they log on, they should open the week one folder and complete all of the work labelled day one (reading, writing, maths and phonics) in the morning. In the afternoon, they should look at the timetable that shows which lessons they should complete on that day (science, music, PSHE etc.)

All of the work set for their period of self-isolation is from the Oak Academy, White Rose Maths or pre-recorded lessons by teachers in school or the Trust.

Pupils who are self-isolating, should continue to complete work according to the timetable for the duration of their self-isolation (up to a period of 2 weeks). If the isolation period goes on further than two weeks, school will upload subsequent lessons.

If an individual pupil has to self-isolate, then 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 so that the core knowledge and skills for that subject are prioritised.

For example, units of work in reading, writing and maths focus on the core and basic skills in these subjects during a period of self-isolation e.g. place value and the four operations in maths. For units of work from the wider curriculum, we use the Oak Academy to deliver the same knowledge as they would learn in school. Where Oak Academy does not have a similar unit to what is on our curriculum, we replace this unit with another key unit for that subject.

Your child's teacher will respond to pupil's work on a daily basis. If a pupil is not accessing work or requires support, a member of support staff will contact you immediately.