Remote Education Provision: Information for parents

Introduction

This document outlines adds further detail to the Home Learning Protocol published on our website. We will always endeavour to work with parents to deal with any particular concerns and challenges that you may be facing, so please do not let these documents cause needless pressures for you – just contact the school and we will support in any way we can.

Frequently Asked Questions

Following the first few days of remote education (Level 1), will my child be taught broadly the same curriculum as they would if they were in school?

- For Level 2 (5-14 days' absence), 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, in PE, pupils will have access to fewer / different resources at home than in school. There will also not always be available national content to perfectly mirror in-school curriculum provision (e.g. Oak Academy)

- For Level 3 (school / bubble closure), we teach the same curriculum remotely as we do in school. Live Lessons allow core children (key workers', vulnerable pupils etc.) in school to engage with the same learning as their peers at home. Core children will also access the same online lessons (e.g. through Oak Academy) as their peers learning remotely, but their offer will also feature some additional activities led by staff in school in accordance with availability of space and resources.

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

- Full details of this can be found in our Home Learning Protocol. However, broadly, we would expect lessons *and follow on tasks* to take a total of approximately:
  - 2 hours – EYFS
  - 3-4 hours – KS1
  - 4-5 hours – KS2

- Please note, these timings are only a guide – we are aware some children may work more quickly or slowly than others, and some learning may be more or less time consuming. We are also aware that parents will be juggling complicated situations such as multiple siblings accessing learning, working-from-home, or caring for infants. *If at all possible, please engage at least with the Reading, Writing and Mathematics every day* – these are the priority subjects during this period.

If my child does not have digital or online access at home, how will you support them to access remote education?

- We have a number of laptops configured for use at home, which are available from the school if the issue is a lack of an available device. Please contact the office and this can be either collected or will be delivered according to circumstance.

- If the issue is lack of available data / wireless, the school will provide support to secure additional data packages for internet access. Again, please liaise with the office.

- If none of the above are viable, the school will work individually with parents to provide an alternative offer. In addition, cases will be individually assessed to determine if the pupil may be deemed vulnerable and therefore be eligible for core child provision on site.

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

- We recognise that every parent's situation will be different and that, as such, the availability of support for pupils with vary significantly.

- As a minimum, we would expect parents to ensure that children are logged in to live lessons, that they facilitate any technical challenges (especially for younger pupils), and that they oversee the child attempting the core learning tasks.

- Ideally, parents will also support the child in understanding the content of these tasks, and will facilitate the completion of these if required.

- It is helpful if parents establish a routine – e.g. a modified version of the 'school day' – ensuring children are up, dressed appropriately, and ready for learning by 9am, and that they follow the structure which places core subjects in the morning with extension opportunities in other areas in the afternoons.

- Give your children plenty of breaks and opportunities to re-charge – online learning is intense and research has shown that it is harder to concentrate when working remotely. Break learning into small chunks where necessary. The wellbeing and pastoral care of children (and families) remains a priority throughout this time.

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

- Teachers will be online live every day and will check platforms (Teams / Tapestry) daily for pupil engagement with learning.

- A record will be kept and viewed by the SLT of levels of pupil engagement.

- Parents will receive a contact and offer of support and/ or pastoral input from class teachers initially if children are not engaging. If, following this contact, engagement is still limited, a member of the Senior Leadership will be in touch with the parent.

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 live feedback or quizzes via digital platforms are also valid and effective methods, amongst others. We also ask parents to support children (especially younger pupils) with 'instant feedback' where possible. Our approach to feeding back on pupil work is as follows:

- Formal feedback on assignments posted via Teams, including written teacher comments

- Formal feedback by way of assessment scores posted via Teams (this follows a 1-5 rating system familiar to the pupils as it is used daily in school – 5 demonstrating total security with task, 1 demonstrating fundamental misunderstandings). Teachers will endeavour to follow up lower scores via written comment or in future live lessons to address misconceptions with whole class.

- Informal feedback and comments on records of tasks sent in (via Teams, SeeSaw, Tapestry etc.)

- Individual chat via Teams to discuss learning (especially where there are issues / problems)

- Online quizzes via Teams / MS Forms

- Oversight of progress in third party programmes e.g. Reading Eggs, TT Rockstars, IDL etc.

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 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 with an EHCP are encouraged to take up the offer of a place in school where possible. Where this is not feasible or in the best interests of the pupil, then bespoke provision will be arranged and co-ordinated by the SENCO.

- Children with other needs will have a variety of additional provision which may be made available to them according to the specifics of their difficulties. These include:

    o Online 1:1 sessions with TAs to follow specific programmes
    o Online group sessions with TAs
    o Online pre/post teaching following live lessons
    o Bespoke work set
    o Online SALT sessions
    o Online Pastoral check-ins

If you have concerns about your child's Special Educational Needs being met during remote learning, especially at Levels 2 and 3 (i.e. self-isolation and full lockdown) then please do contact the SENCO.