

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?

All remote learning will take place through Class Dojo. If you are not yet connected with Class Dojo for your child / children, please speak to the class teacher. Work will be uploaded on the pupil portfolio that can be accessed at home. You can choose to complete these activities online and 'hand in' on Dojo or complete on paper and upload a picture of any completed tasks. If you are isolating, you may be able to watch teacher's deliver a live lesson via Teams.

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. Lessons that are delivered in school will be shared at home via TEAMS link as a live lesson or as a pre-recorded option (only during whole school closure or lockdown, not in the event of a single child isolating). Children will receive a broad and balanced curriculum including English, Maths, Phonics or Spelling and topic.

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:

Early Years Pupils	In Early Years, there is still an expectation to complete home learning. The amount of time you spend will depend on your child's development. Each activity should take approximately 10-20 minutes to complete; they are pre-recorded so can be accessed and paused to suit your situation and the child. Children also learn through play and engaging conversation.
Primary school-aged pupils	<p>In Key stage 1, we will provide a minimum of 3 hours home learning per day and for Key Stage 2 there will be a minimum of 4 hours.</p> <p>This may consist of a teacher input (live or pre-recorded) and then follow up tasks / work that will fill the remaining lesson time.</p>

Accessing remote education

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

Whole school can access Class Dojo and have a log in for this. In EYFS, we use Tapestry to also share work, again parents will already have a log in for this.

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 have a limited number of devices available to pupils. In the first instance, these are issued to children where there is an allocated social worker in place. After this, we identify devices to be loaned to families who are vulnerable or have limited access to home learning opportunities. Requests made for a device are all considered by the SLT who make an informed decision based on the circumstances of the individuals who have been identified.

How will my child be taught remotely?

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

The links can all be found via Dojo for the relevant classes:

Live Lesson 1:

Y1 - 8.30am

Y2 - 9.00am

Y3 - 9.30am

Y4 - 10.00am

Live Lesson 2:

Y1 - 10.30am

Y2 - 11.00am

Y3 - 11.30am

Y4 - 12.00pm

All lessons will also be pre-recorded (or recordings of the live lessons will be made) and these will be posted onto class story on dojo for any who miss the live lessons or would like to use as a recap.

The live lessons will then lead into an independent activity; children may need a pencil and paper. Some of these tasks may be set on the Class Dojo portfolio.

Alongside live lessons there will be a daily activity / lesson for phonics or spelling posted on Dojo.

In the afternoons, there will be a pre-recorded input for topic to access when convenient. This will link to a task / activity that will be posted on Dojo or Dojo Portfolio for children to complete. In KS2, there will also be one live drop in session each week and one computing task set on Purple Mash and a pre-recorded music lesson for children to access.

One afternoon session per week will be dedicated PE time as identified below:

Monday pm – Y3

Tuesday pm – Y4

Wednesday pm – Y1

Thursday pm – Y2

Thursday am – Reception

Reception will deliver two live lessons each day, one at 8.30am and one at 10am. Whilst we appreciate these may clash with other year groups, these will be recorded and shared for anyone unable to watch the live lessons. There will also be one pre-recorded phonics lesson each day. In the afternoon, there is a live story time session for each class at 1pm or 1.30pm.

Class	Live Lesson 1	Live Lesson 2	Additional Pre-recorded	Afternoon
Reception	8.30am	10.00am	Phonics	Live daily session
Year 1	8.30am	10.30am	Phonics	Pre-recorded topic lesson 3x weekly. PE 1x weekly.
Year 2	9.00am	11.00am	Spelling	Pre-recorded topic lesson 3x weekly. PE 1x weekly.
Year 3	9.30am	11.30am	Spelling	Pre-recorded topic 3x weekly. PE 1x weekly. Live 'drop in' 1x weekly. Music lesson 1x weekly.
Year 4	10.00am	11.30am	Spelling	Pre-recorded topic 3x weekly. PE 1x weekly. Live 'drop in' 1x weekly. Music lesson 1x weekly.

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?

It is expected that all pupils will engage with home learning for at least 3-4 hours per day (depending on key stage). Some of this will be attending live lessons, watching recorded lessons and completing follow up activities.

Staff can expect parents with children learning remotely to:

- make the school aware if their child is sick or otherwise can't complete work
- seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here
- be respectful when making any complaints or concerns known to staff
- provide children with a suitable workspace

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

After each live lesson, an attendance list can be downloaded for staff to monitor those who are engaged. On Class Dojo, staff can also monitor the uploaded work from each pupil to measure engagement. Each week staff will send a summary of the children who have not engaged (or engaged less) for the SLT / DSLs to monitor. Weekly phone calls home will be carried out by a member of staff to check how well they are engaging with home learning. These phone calls will be for all children not attending school.

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:

All work uploaded onto Dojo will be acknowledged by staff. Maths and English work will be looked at in more details and staff may make comments to identify errors, discuss a misconception, request an element of the work be looked at again. Some work may be returned as a 'draft' for editing / improving which can then be resubmitted.

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:

The SENCO is responsible for:

- liaising with the ICT technicians to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required
- ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Executive Principal and/or Head of School and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs
- identifying the level of support

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?

Children who are self-isolating will be able to access the class lessons as described above via Dojo. This may not be able to be accessed from the first day of isolation as staff may not be able to prepare materials at short notice but will begin as soon as possible after the period of isolation begins.