



Remote Education Offer: Information for Parents

This information is intended to help pupils and parents or carers understand what to expect from remote education if pupils are required to remain at home for reasons related to Covid-19.

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?

Pupils will be sent home with work-packs to complete independently in the first instance.

Julia Donaldson, Judith Kerr and Oliver Jeffers' Classes will have access to their learning through Tapestry. Oliver Jeffers' class (being Year 2), will have access to remote learning through Microsoft Teams.

Roald Dahl, Enid Blyton, Jaqueline Wilson, Michael Morpurgo, JK Rowling and Michael Rosen classes will have an hour of English (which will be a mix of Reading and Writing), an hour of Maths and then an hour of Science/Topic/English in the afternoon. This will be accessed through Microsoft Teams.

Once the afternoon session is finished, the children will complete home-learning linked to other curriculum areas, e.g. Art, Music, PE etc.

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, we have combined Reading and Writing into one English session in the morning.

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:

Number of hours	<p>Our children will be able to access 3 hours per day of remote teaching.</p> <p>A further 2 hours per day will be expected of independent learning following the Weekly Planners produced.</p>
Breakdown of hours	<p>The times for these sessions will be as follows:</p> <ul style="list-style-type: none">• English: 9.30-10.30 am• Maths: 11am – 12 pm• Afternoon sessions: 1-2 pm

Accessing remote education

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

Our school will predominantly use Microsoft 365 and Microsoft Teams to access home-learning.

Please see the links on the school's website for accessing these.

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:

- The school will issue Chromebooks and laptops to pupils. Please contact the office if you require this service. These will need to be signed for by the parent/ carer and a member of the SLT.
- The school will issue devices that enable an internet connection (for example, routers or dongle.) Please contact the office if you require this service. These will need to be signed for by the parent/ carer and a member of the SLT.
- The school will provide pupils with any printed materials needed if they do not have online access.
- Pupils can submit work to their teachers via the school office if they do not have online access.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- live teaching (online lessons), including use of Microsoft Teams
- recorded teaching (e.g. Recorded Lessons, Use of Microsoft Sway, Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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?

The school expects that pupils attend the remote education sessions as much as possible. The school expects parents to support the setting of routines to support their child's education.

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

Class teachers will check pupils' engagement with remote education daily. If pupil engagement is a concern, the school will contact the parents and carers to decide the best course of action.

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:

Teachers will assess and give feedback on pupils' work once it is completed either written or orally. Pupils will receive oral feedback on their work daily and written feedback weekly.

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 school's SENCO and the class teacher will liaise with families to deliver remote education for pupils with SEND.

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 will have access to either remote learning or a work-pack for the required 10 days. A delegated member of staff will make contact to check on their progress and discuss any barriers.

Further Information

Please see the [Parent Guide for using Microsoft Teams](#).