

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.

The first section describes what to expect during the period of national lockdown in the spring term of 2021. This format would also apply if a whole class bubble were asked to self-isolate, when the national lockdown has ended.

The final section details what to expect if a pupil is asked to self-isolate but other members of the cohort remain in school. In this circumstance, the class teacher would be teaching in school full time and therefore provision would not be the same as in a full-cohort lockdown.

The remote curriculum: what is taught to pupils at home

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, our project learning would normally include a lot of research which is difficult to achieve without access to the books and adult support we would have in school. We have therefore adapted the Writing curriculum to focus more on narrative (story) writing than would usually be the case, as we feel that this is more appropriate for home learning.

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. This will include a combination of live lessons, learning that may be completed online and possibly a significant element of learning that will take place away from the computer:

Reception	Less than 3 hours a day
Key Stage 1	3 hours a day.
Key Stage 2	4 hours a day.

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

We are using the eSchools platform that was used in the previous lockdown in March, accessible via our website. All children have individual log-in details, providing a safe, secure platform for learning.

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:

Parents are contacted by teachers regularly to discuss access to remote learning. Where parents feel that they are unable to access remote learning, they are encouraged to discuss this with their class teacher, Jo Arnold or Claire Pocock.

In some circumstances, where appropriate, the school is able to support children through the provision of DfE funded devices or paper-based resources.

How will my child be taught remotely?

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

All learning is available via the class page, with specific tasks for children to complete daily.

We begin every day with a live-streamed introduction via Zoom to each class, usually led by the class teacher, in which the day's learning is explained and children are sign-posted to the tasks to complete. All Maths and Literacy tasks include a live or recorded video explanation.

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 are expected to engage with remote education daily, completing the core tasks on the day set. We recognise that some pupils will be unable to access the live Zoom sessions for various reasons, most frequently because devices in a household are being shared between several siblings, and therefore all sessions, including the daily Zoom meeting, are also available via the eSchools site as a recorded session.

To facilitate learning, we would ask for parental support in providing children with an appropriate environment for learning (for example, a quiet space, at a table) and setting routines to support your 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?

We set Literacy and Maths tasks daily, which your child is expected to complete. Initially we are asking children to return these when they would like to share what they have done. As the routine for remote learning is established there will be a renewed, clear expectation of what should be returned and when.

We monitor attendance at daily Zoom meetings and the learning returned to us. Taking into account our understanding some children are attending the Zoom session in its recorded format, we will contact parents on at least a weekly basis, and in some cases on a daily basis, where we are concerned as to whether children are accessing remote learning appropriately.

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 takes a number of forms, often dependent on the age of the children. Where learning is submitted via the eSchools message section, teachers send a positive message back to children and where appropriate add a comment as to how the learning can be improved immediately or the next time a similar task is undertaken; this is particularly the format where writing is being marked in Key Stage 2 for example.

Where an assessment quiz is undertaken, this is usually used to inform teaching and therefore feedback is likely to take the form of whole-class teaching in the following days or where a misconception is picked up amongst a small group, possibly by a message to this group.

How often pupils will receive feedback on their work – this is dependent on us making the submission of some learning in KS2, compulsory.

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 parents of all pupils with an identified SEN need will be sent the child's SEN targets to help inform parents of how to best support their children at home. All class pages will also include differentiated learning where this is appropriate – for example with Maths teaching. In their conversations with parents, teachers are able to support decisions around which elements of learning are most appropriate for children with an identified SEN need to engage in.

For children with an Educational or Health Care Plan, the school has regular contact with parents to discuss whether there are other ways in which the pupil can engage in learning remotely, or whether in-school provision would be appropriate.

We also recognise that accessing remote learning can be difficult for many pupils, regardless of whether they have an identified SEN need. Younger children for example, are likely to find it more difficult to engage with online resources than they would with face to face contact. We have therefore tailored our online provision to reflect the needs of our children at this time, recognising the varied experiences that they are currently receiving.

After the Spring 2021 national lockdown, what provision for remote education will be available for self-isolating pupils

The provision described above is possible because of the distribution of staff during the Spring 2021 national lockdown. During this lockdown, support staff are leading the majority of class-based learning for the significant number of children eligible to be in school, whilst teachers are leading online learning. The teachers' roles include planning and recording learning resources, updating the website, overseeing in-school provision and contacting parents on a daily basis.

Once the majority of children return to school, provision of remote learning will depend on the number of children in-school and the availability of adults - for example, where teaching staff are absent, our ability in a small school to provide learning in several contexts will be reduced. Our aim is to always provide a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, as well as providing feedback.

If some children are isolating and some are in class, we will not be able to replicate the remote learning provided in the Spring 2021 national lockdown, as the class teacher would be expected to lead the children in school. We will provide specific tasks for four hours learning a day; this may take the form of online or paper-based resources depending on the circumstances.

In the first two days of such a lockdown, it is possible that this provision will be reduced to the provision of Maths and Literacy activities, depending on the availability of staff.