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 or national 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?

We will endeavour to upload work and instructions onto Class Dojo. Padlets will contain a pack of resources, a suggested timetable and the pupils work. Teaching staff will start to share links to our online video conferencing so that live lessons can be shared.

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 where appropriate. However, in some cases, slight adaptations may be made. For example, this is likely to be the case if pupils at home require specialist equipment.

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	We expect that remote education (including remote teaching and independent work) will take pupils roughly four hours each day. Year 2 – Year 6 classes will be running a live video link of teaching throughout the standard school day. EYFS and Year 1 classes may deliver shorter sessions and they will have a more practical and physical content.

Accessing remote education

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

We will use ClassDojo or Tapestry (EYFS) to set and collect work. Most work, including a weekly timetable, will be included in a padlet shared on Class Dojo. Our current primary platform for delivering lessons is Zoom.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- We have ordered devices from the DfE and can request additional data

- We have allocated laptops to vulnerable families (including those with allocated social workers and EHCPS) as needed. As further laptops are now available, they are allocated to our disadvantaged pupils

- Information about devices and data is shared and updated on ClassDojo

- We work with our IT provider Ark ICT to support families with setting up laptops

- We provide learning packs for families without a device or data. Families can contact the school or the class teacher on ClassDojo

- Families can leave work in the school office to be marked and feedback given if they do not have a digital device.

How will my child be taught remotely?

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

We use a combination of approaches to teach pupils remotely. For example, live lessons streamed by teachers), recorded lessons (e.g. from Oak National Academy and our own recorded lessons) and long-term project work. We also use commercially available websites to support the teaching of specific subjects (e.g. Phonics Hero, Accelerated Reader, TT Rockstars, SUM DOG and BBC Bitesize).

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?

We have a Remote Learning Policy and this has been consulted upon with staff, parents and governors. It is available on our website and ClassDojo.

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

We will check work that is uploaded onto the portfolio section of ClassDojo and on Tapestry for EYFS pupils.

We will mark and feedback to work completed in our learning packs.

Our Remote Learning Policy has a clear pathway about how we will check whether a child is engaging with their work and what we will do if there are concerns. In the first instance, this is followed up by the class teacher and then referred to the senior leadership team. The senior leadership team will actively monitor the engagement of learners and offer help and assistance where necessary.

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 pupils. For example, whole-class feedback or quizzes marked automatically via digital platforms are valid and effective methods, and teachers will use their professional judgement to choose the most appropriate approach.

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:

- Breakout rooms created in Zoom to provide 1:1 or small-group support for pupils

- Individual, personalised teaching

- Links to specialist SEND resources and learning links

- The expectations on the quantity of work will be different for different pupils

- Shorter sessions, which may have a more practical and hands-on approach to learning

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

We will endeavour to provide the same learning experiences to those in school – live video conferencing links that mirrors the provision in the classroom. The lesson will be recorded so that it can be played back. Staff upload a padlet each week to ClassDojo which has the same lessons, resources and timetables to those in school. Support staff will take part in video conferencing to support pupils who are self-isolating. Breakout rooms will be created to provide individualised support for pupils.

Remote education provision: information for parents

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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?

In this section, please describe briefly what remote education provision you will make available immediately. This may include, for example, sending pupils home with workbooks to complete independently in the first instance.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do 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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)
- We teach a different curriculum remotely to that which we teach in school. For example, (please summarise the nature of the remote curriculum and how and why it differs from the in-school curriculum)

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	(Number of hours – there are [minimum expectations](#) for remote provision. Consider breaking this information down by key stage or year group if applicable)
Secondary school-aged pupils not working towards formal qualifications this year	
Secondary school-aged pupils working towards formal qualifications this year	

Accessing remote education

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

> If you are using online tools or digital platforms, either for delivery or for assessment, please share the names of these resources.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information

- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information

- how pupils can access any printed materials needed if they do not have online access

- how pupils can submit work to their teachers 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:

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)

- recorded teaching (e.g. 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 (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

In this section, please set out briefly:

- expectations for pupils' engagement with remote education
- expectations of parental support, for example, 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?

In this section, please set out briefly:

- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers

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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work

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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND

- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.