

## **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 where national or 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?**

Pupils and parents will be directed to Class Dojo and work will be set in relation to Oak Academy resources. This may vary if the first day's not in school are towards the end of a week.

### **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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the teaching of DT or PE may have some variation.

### **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:

Key Stage 1	Up to 3hrs activity including independent learning from tasks set.
Key Stage 2	Around 4 hrs of activity.
Key Stage 3 and 4	

## Accessing remote education

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

Access is via Class Dojo.

### 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 will endeavour to lend laptops to pupils as needed and an agreement will be signed by parents to confirm terms and conditions for this.
- We will also work with you if you are experiencing difficulties with internet connections. We will source extra data and dongles from the Government procurement where appropriate.

### How will my child be taught remotely?

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

We are constantly reviewing the provision that we are offering in our remote education provision

These include:

- 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 e.g White Rose for Maths
- Wellbeing video chats on a weekly basis for each family. We increase this contact for our families who may need more support.

## **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?**

- Our expectations are that children engage daily with the remote education and complete all tasks were possible.
- We ask parents and carers to support children in accessing learning in an age appropriate way.

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

- Engagement will be checked daily and where engagement is a concern, we will inform the parents and work together to improve this.

## **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:

- We give feedback on their daily work. This is shared via Class Dojo.

## **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:

- We work with parents to support their access to remote education. This may be by tailored work, extra video and phone contact, providing additional provision in school.

## **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?**

The work both in school and remotely will be the same and staff will ensure that any isolating pupils have access to teacher support and contact during their isolation period.