

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?

If a lock down is announced, our pupils will start to learn using our online platforms. We are currently using Tapestry for EYFS and Unit children and Seesaw for main school classes. For exceptional situations, we will provide paper packs of learning material. These may be posted out for children who live a distance away (for example, Unit pupils) or picked up by parents and carers from the office.

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, children may not have access to specific science equipment, musical instruments or art materials so we may alter the planned topics around to suit this situation.

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 & 2 will be provided with 3-4 hours of work a day and an example of this is shown below. We understand that parents and carers may support this learning at varying times of the day or at the weekend as they may have work commitments during the daytime or siblings may be sharing ICT devices.

Learning Expectations for each year group (Main School):

EYFS:

These are the expectations for EYFS:

Daily reading on Bug Club for 10 minutes.

Daily engagement with phonics lessons and phonics writing (15 minutes)

Daily engagement with maths lessons and maths activity (20 minutes)

Read daily super sentences (5 minutes)

Daily fine motor activity (10 minutes)

Daily topic work (History, Geography, Music, PSHE, RE) (30 minutes)

Daily PE (30 minutes)

Daily Squiggle while you Wiggle (10 minutes)

Monday and Friday - live zoom lessons.

Year 1 and 2

15 minutes phonics

10 mins Spelling Shed

10 minutes Maths Shed or Maths Factor

15 minutes Bug Club

30 minutes of English and Maths each

1 hour of Wider Curriculum

Year 3 and 4

English and Maths – 45 minutes to 1 hour each (online learning)

Reading – 20 minutes Bug Club

TT Rock Stars – 10-15 minutes

Spelling Shed – 10-15 minutes

Wider curriculum – 1 hour

Vocabulary – 10-15 minutes

Year 5

Spellings - 15 minutes

Guided Reading - 15 minutes

English - 1 hour

Maths - 1 hour

Foundation subjects - 1 hour

Reading - 15 minutes

Year 6

Spellings - 15 minutes
Grammar - 15 minutes
English - 1 hour
Maths - 1 hour
Foundation subjects - 1 hour
Reading - 15 minutes

Accessing remote education

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

We are using a variety of online learning but our main platforms for delivery is Tapestry and Seesaw. We are having two Zoom meet ups as a class a week. We are also using a variety of online learning, such as TT Rock Stars, Spelling Shed, Maths Shed, Bug Club Reading, the Literacy Tree and Education City. The use of learning platforms will depend on the needs of the children.

We are also using Oaks National Academy.

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 is offering to lend all children a class Kindle and families are requested to contact the school office to arrange this.

The school has received a limited number of Government laptops and these are being issued to families that we know have no devices.

For some families, we are offering paper packs of learning materials and setting up personalised arrangements for this.

How will my child be taught remotely?

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

Every day the teachers are providing a daily timetable of work and are online to offer support and give feedback. This is conducted via Tapestry or Seesaw.

Lessons may include sheets that pupils can print off or complete online and return and commercially available websites supporting specific teaching. Children can share their work with their teacher and send messages directly to their teacher. Teachers will respond within the normal working hours.

Teachers are sending links to learning online, for example, Oak Academy lessons and also recording their own lessons on video clips. Children can then play lessons several times at a time to suit them.

Twice a week, each class is have whole class or half class Zoom meet ups to share learning, receive class feedback and provide wellbeing checks.

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 outlined above the type of expectation for each year group and the learning engagement we are expecting. This recognise that pupils may work at varying times of the day and even the weekend as parents are balancing work commitments. Not all children will be able to take part in Zoom meetings at set times, for example and older children will be far more able to take part in remote learning during the daytime due to their increased independence.

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

We will be contacting parents and carers weekly, if we have concerns about the engagement of their child in order to offer support. We need to understand the barriers to remote learning and offer workable solutions that suit the family needs.

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 and LSAs are online each day and will be offering feedback and support for all learning. Parents are able to oversee their children's work online and follow their progress. Parents may add comments or contact the school via Tapestry or Seesaw or by phoning the school office, if they have any concerns. Teachers will be assessing progress over time from the work produced online, however, formal testing will only take place when the children return to school.

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:

Pupils in the main school may have extra support through differentiated work and extra teacher or LSA contact. Furthermore, we offer in-school places to children with EHCPs.

Some families have requested bespoke paper packs and these have been provided. We work with SEND families to support the learning that suits their child's individual needs.

Unit teachers and the main school SENCO are available throughout the week and parents can contact them through Tapestry, Seesaw or via the school office.

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 have access to all website based learning at all times and the class teacher will also direct them to the Oaks National Academy lessons online. These are designed to be well-sequenced, meaningful and ambitious lessons. This provides a wider variety of opportunities to learn each day. Teachers will receive children's work via tapestry or Seesaw (or paper copies) and offer feedback and guidance.