



Remote Learning provision: Information for parents/carers

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote learning if 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.

Remote Learning: An Introduction

Remote learning refers to a pupil accessing school work from their own home during a period of self-isolation or Covid-related school closure. Remote learning is a general term which covers a wide range of teaching and learning strategies that may be used in these circumstances.

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. In these first days, provision may not cover all scheduled lessons and we may send some general learning material to enable pupils to continue their learning habits.

During periods of Remote Learning, will my child be taught broadly the same curriculum as they would if they were in school?

Senior Leaders have undertaken extensive planning to adapt schemes of learning for periods of remote learning. As far as is reasonably practicable, pupils will follow broadly the same curriculum as they would if they were in school, covering the same topics and using many of the same resources.

However, in some subjects it is not possible to cover the curriculum that would be taught if pupils were in school. This is particularly the case in practical-based subjects such as Design & Technology, Art and PE. In these circumstances, teachers will still aim to cover the same learning objectives but will use wide range of alternative methods, such as:

- The use of video clips to illustrate a practical activity
- Teaching of a theoretical concept rather than a practical demonstration
- The practical activity may still take place but be adapted in such a way that a pupil may be able to follow it at home e.g. sketching in a notepad or exercising in the lounge or garden

In all cases, the learning that is being delivered is relevant to the pupils and should be followed and engaged with fully.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Pupils will follow their normal school timetable each day with work being set by their teachers in line with their normal day. This means that all pupils are set a minimum of three hours in KS1 and 4 hours in KS2 per day of remote learning, in line with The Department for Education's expectations. Pupils in EYFS will receive three daily lessons with follow up activities to take part in.

The work set is expected to take the pupil 3-4 hours to complete. However, in some cases pupils may complete their work in less time than this, although if done correctly and fully, it should not be significantly less than 45 minutes per lesson. There are always extension tasks set using online resources if children and parents wish to further their learning.

Accessing remote education

How will my child access remote learning?

The platform for all remote learning is Google Classroom although pupils in EYFS can submit their work via Tapestry as they are used to doing so.

Each pupil had their own log in details and password and parents may also monitor the work set, and completed, by using the same log in details.

If my child does not have digital or online access at home, how will you support them to access remote education?

We should already have supported all families to secure access to Google Classroom. This has been done in the following way;

- Support and advice on how to log on to Google Classroom
- The loan of a Chromebook to enable pupils to access Google Classroom
- The loan of a 'dongle' to enable pupils to access a secure and stable internet connection

In some cases, pupils have chosen to limit their use of Google Classroom and have asked instead for a printed work pack, although the range of tasks and learning will be limited compared to what is available via Google Classroom and should only be used if there are individual learning needs that require such an approach to learning. The pack should be handed back to school when completed on a weekly basis to be marked and another one will be issued.

How will my child be taught remotely?

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

- Live teaching (online lessons)
- Recorded teaching delivered by our own teachers
- Recorded teaching delivered by other experts (e.g. Bitesize, Education City)
- Websites that support the teaching of specific subjects or areas
- Long term project work
- Work set by the teacher, either in text or live, which requires pupils to study and produce work independently

Feedback from pupils and parents suggests that there is a strong preference for live teaching; however, too much of this can also be damaging to health and concentration levels. We will endeavour to provide as much variety for pupils as possible although the range of tasks is likely to be spread over time rather than within any particular day.

Where live teaching is used, teaching staff will endeavour to finish a lesson early to enable pupils, and staff, to have a short break from screen time before their next lesson. If a child can access the work independently, following the teacher input, they should do so thereby decreasing screen time. Teachers are always available on the chat function and live on the stream to give further input if required.

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 expect all pupils to access remote learning every day and to engage as fully as their circumstances allow.

If pupils engage fully, they should be able to access all work with the support of the teacher. Pupils in KS2 should need very little assistance in completing their work independently as they would do

in school. KS1 pupils may need more assistance in logging on and accessing the correct documents.

However, parents should provide pupils with the following;

- A predictable and stable routine which enables pupils to begin their work at 9am
- A quiet and comfortable working environment
- Encouragement and support

All lessons are recorded and there is work that pupils can access if they are unable to log onto a live lesson at the prescribed time (because they are sharing a device, for example).

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

We take registers for all live lessons and teachers record engagement with learning each day. A pupil may log on to a live lesson but we will still monitor the degree to which they are actually engaging with the learning (e.g. completing and uploading a piece of work).

Our year group staff will contact parents on a regular basis, prioritizing those pupils where engagement is a concern resulting in home visits if required to offer support.

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. Where a task is marked as an assessment piece of work, we would encourage parents to allow their child to do this independently so we can assess the children's understanding in order to plan appropriate support and challenge. Tasks must be submitted on the scheduled day if possible and no later than the day after in order for teachers to mark.

Our approach to feeding back on pupil work is as follows:

- Pupils can expect teachers to offer individual and group verbal feedback during live lessons
- Pupils can expect to receive individual feedback on extended pieces of writing
- Pupils can expect Maths and Reading work to be individually marked or will be provided with self-checking sheets to mark their own work. Self-checking will mainly be in KS2 in line with everyday school practice
- Pupils can expect to receive acknowledgement of all other tasks set either individually or as a group
- Pupils can expect general class feedback where a task is shared or where the feedback is the same for a number of pupils to address common misconceptions or praise high quality work. This will most commonly be used for thematic work in an afternoon where tasks tend to be more practical.

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.

Our Teaching Assistants (TAs) are fully trained to offer such support and will maintain regular contact with pupils and their families to provide this.

In some cases, we may, with the agreement of parents, offer a place in school in one of our Vulnerable and Key Worker (VKW) groups to allow the pupil to benefit from in-school support.

Remote education for self-isolating pupils

Where individual pupils, or small groups of pupils, need to self-isolate but the majority of their peer group remains in school, remote learning may differ from the above.

This is because the teacher may have the majority of pupils in the classroom, whilst a small number of the class are working at home. In some cases, teachers may attempt to deliver a lesson to both groups simultaneously but, depending on the age range of the pupils, the number of pupils involved and the topic being learned, this may not be possible.

If it is not possible, the self-isolating pupil(s) will be set work that is broadly the same as the work being covered in the classroom and will support the pupil through the communication facilities on Google Classroom.