



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?

In the first couple of days, until your child can access Google Classroom, we will provide maths and English work in paper form or sent by email to parents for them to complete.

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, practical apparatus may be used in school for maths and science; a member of teaching staff will be leading the learning and available to guide pupils during their independent work in school; PE lessons will continue to take place in school.

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:

EYFS	<ul style="list-style-type: none">• Maths activity• Phonics lesson plus video• Writing (where appropriate)• One other activity relating to Early Learning Goals
Key Stage 1	Minimum 3 hours This includes: <ul style="list-style-type: none">• Maths – White Rose Maths video lesson plus a worksheet to complete• 10 mins TT Rockstars (Y2)• English – Google Meet lesson plus independent activity afterwards• Reading – Phonics (Y1); 10 mins reading (Y1 and Y2)• Spellings – Year 2• Foundation subject work in 2 subjects
Key Stage 2	Minimum 4 hours This includes: <ul style="list-style-type: none">• Google Meet – class novel and spellings• Maths – White Rose Maths video lesson plus a worksheet• English – Oak Academy video lesson followed by independent work.• Reading – 20 minutes of reading (Y3/4); 30 minutes of reading (Y5/6)• Spellings to learn for a weekly test• Foundation subject work (e.g. science, art, history etc.) – this may involve live lessons

Accessing remote education

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

Remote education will be accessed through the Google Classroom platform. Daily tasks will be set by teachers for children to complete and submit for feedback from the teachers.

Packs with hard copies of the maths worksheets will be provided.

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 lend to or source devices for families who don't have their own suitable devices.

We will provide support for those families who don't have internet access or sufficient data.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons). All pupils will have at least one Google Meet session daily
- recorded teaching (e.g. White Rose lessons, Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books to take 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

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:

- We expect pupils to engage with remote education daily, unless they are ill. This includes attending Google Meet sessions and completing tasks set by the deadline specified.
- Younger children (Year 4 and below) plus children with additional needs will require the support of an adult in understanding the tasks set and in submitting work once it has been completed. They may also need support in accessing the Google Meet sessions.

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:

- Teaching staff will check pupils' engagement with remote education on a daily basis
- Where work is not completed, we will contact parents directly to determine why and how we can help.

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:

- All pupils should submit photographs of their work on sheets and in books daily through the Google Classroom.
- Where corrections need to be made, teachers may return assignments and ask pupils to resubmit the work with corrections made.
- We ask pupils in KS2 (with the support of parents) to self-mark their maths the following day through the provision of an answer sheet. Where teachers notice a problem, they will address it directly with the pupil either through a comment in the GC or through a weekly learning call if it is more complex.
- Brief individual feedback will be provided on written work.
- Whole class feedback may be provided in the daily Google Meet where appropriate.

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:

- We will adapt tasks to cater for the needs of individual pupils with SEN
- We will provide logins for intervention programs so that these can be continued at home (e.g. IDL)

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?

For pupils who are self-isolating (but not ill) whilst school is open to all other pupils, provision will be made as outlined above for all remote learners.