

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?

Provision will vary according to the circumstances that make remote learning necessary.

Pupils self-isolating

In the case of a pupil self-isolating, we offer a phone call on the same day from the teacher to the parent/carer regarding access to home-learning, and to arrange loan of a computer device (e.g. laptop, tablet). From the second day, we set maths and English in keeping with the objectives of lessons taught in the classroom; we signpost pupils to pre-recorded lessons such as Oak Academy or BBC bitesize for other subjects. Pupils' work is monitored and feedback is provided via Seesaw.

Pupils can choose further learning tasks from the 'Pick and Mix' bank of activities which includes opportunities for creative and practical learning.

In a situation where a bubble or the whole school needs to close, information will be shared with families via Seesaw or Tapestry from the first day of closure and a programme of work will be available from the second.

For those with SEN, we involve the child and parent in a discussion about what meets their learning needs.

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 provide lessons for English, maths and one other subject each day; the curriculum provision will be balanced across the week. We follow the same curriculum remotely as we do in school wherever possible. However, we have needed to make some adaptations in some subjects. For example, in music, we might use lessons offered by specialist music providers such as the Norfolk Music Service; where children in school might be involved in a practical science task, a child might be signposted to an Oak Academy lesson of the same theme. We participate in occasional educational projects just as we would in school.
- We also provide a 'pick and mix' of activities for other subjects so that pupils have access to a broad and balanced curriculum. Pupils can choose additional learning tasks from the selection offered.

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	Three hours
Key Stage 2	Four hours

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Years 1 – 6: Seesaw

Reception: Tapestry

Microsoft Teams

Microsoft Office365 Outlook accounts

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 hold a current list of pupils who are able to access a device at home. At the point of closure or self-isolation, we confirm this with parents. We hold a bank of laptops and tablets that can be lent to pupils as necessary. Contact will be made with the Local Education Authority / DfE for assistance with internet connection. A user agreement must be signed for a school device to be released.
- In circumstances where the internet is not available, paper copies of work may be provided as an alternative.
- Work can be completed and / or sent by Seesaw. Parents of children in Reception are able to upload photographs or videos of their children's learning to Tapestry. Paper copied work can be photographed and emailed to the school or the hard copy brought in to school when the child returns.

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. video/audio recordings made by teachers, Oak National Academy lessons)
- 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, such as White Rose Maths or BBC bitesize
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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 families to keep in contact with the school and to let us know if their child cannot access the learning.
- We expect children to take up our invitations to live learning sessions as often as they can.
- We understand that home contexts will vary and ask our parents to do their best to enable their child to access learning.
- We ask that parents help their child balance their school work with downtime away from a computer.
- We value the learning that can be gained from family activities other than those provided by the school.

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:

- A register of pupils attending live lessons is taken and submission of work is monitored.
- If we are concerned with a child's lack of engagement with live lessons or set learning, we make contact with a parent.
- Work is submitted via Seesaw or Tapestry. On Seesaw, the work can be marked with written or verbal comments or acknowledged using the 'approve' button; on Tapestry, the class teacher approves and comments upon evidence of children's learning contributed by their parents.

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:

- Class teachers view and assess the work submitted by children on Seesaw. The work can be marked with written or verbal comments or acknowledged using the 'approve' button; work can be sent back to pupils so they can respond to a teacher's marking comments: for example, a pupil might be asked to provide an answer to a question or asked to complete a small task for improving their work. All pupils can view the marking comments on their work.
- Teachers aim to provide some feedback on a daily basis.
- There is opportunity for feedback and discussion during some live sessions.
- Teachers are pleased to acknowledge and celebrate the achievement of Reception children posted on Tapestry.

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:

- Individual children may be given access to online support programmes matched to their needs if appropriate.
- School work is differentiated to meet the needs of all learners.
- For some pupils, it might be appropriate for a support assistant to run individual intervention sessions via video meeting.
- We work with our families via Tapestry to meet the needs of our younger pupils. Tasks might be relayed in a variety of ways: video, live phonics lessons, or short, practical tasks. Lessons are differentiated to meet the needs of all learners. Parental guidance is provided to support all learning tasks.

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.

- We will continue using the same platform and methods of learning but individual lessons may need adaptation to enable them to be delivered remotely.
- We offer a phone call on the same day from the teacher to the parent/carer regarding access to home-learning, and to arrange loan of a computer device (e.g. laptop, tablet). From the second day, we set maths and English in keeping with the objectives of lessons taught in the classroom; we signpost pupils to pre-recorded lessons such as Oak Academy or BBC bitesize for other subjects. Pupils' work is monitored and feedback is provided via Seesaw.
- Pupils can choose further learning tasks from the 'Pick and Mix' bank of activities which includes opportunities for creative and practical learning.