



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?

Daily work will be ready for the children on the first day of any Covid related isolation absence via Seesaw in year 1 and 2 and Tapestry in Reception.

If the instance of a whole bubble closure then our blended learning offer will be available by day 2 with a mixture of live sessions and work posted on Seesaw and / or Tapestry.

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?

Whenever there is a full bubble or whole school closure then we teach the same core curriculum remotely as we do to our critical worker and vulnerable children in school.

If the majority of the year group remain in school then we post work which follows a similar curriculum to the core subjects of maths and English being taught in school with a limited offer of the extended curriculum.

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	If there is a full bubble or school closure then our blended learning offer supports approximately 3 hours of learning a day. If the vast majority of the year group remain in school then the work posted for remote learning has flexible options with further guidance on how to support with further learning opportunities if the families wish.
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Accessing remote education

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

Years 1 and 2 – Seesaw Reception - Tapestry
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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 have a number of school laptops which we have available for families requiring a device. A loan agreement is used and signed by the parent accepting the terms of the loan.

We are able to offer support to parents who have limited internet provision and can request a free increase in this provision on their behalf during the full closure period.

If pupils do not have internet access then we are able to provide paper copies of the work which can be collected from and returned to school.

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.

During a full bubble or whole school closure, remote teaching will take place with a combination of twice daily live teaching sessions and recorded lessons. Pupils will also be signposted to additional recorded lessons provided by external companies including the Oak Academy and Whiterose Maths.

Reading books are made available for pupils to collect from school for those people who are able to walk to school. Links to online reading books are also provided to the pupils.

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 understand that every family has different circumstances and ask that each family are doing what they can to support their children with the remote learning. Our children are all very young and will require a greater degree of support than older children. We hope to be able to support all families in engaging in at least part of the remote learning package in order that their children access at least some of the learning. We will keep in touch with parents who are finding this difficult.

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

Daily registers will be taken for online lessons and staff will be looking at all work submitted on Seesaw and Tapestry. Staff will keep in regular touch when work is submitted with feedback to support the child's learning and well being.

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 will be using the live sessions to gain information about the children's understanding and will be providing written feedback on the work the children submit. This will be provided regularly but may fluctuate depending on the teacher's commitments each day. They may also respond directly to queries and questions sent from parents on Seesaw or via email.

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:

Discussions will take place with parents of children who have an EHCP and a decision will be made as to whether these children are going to be attending school or not depending on the specific circumstances.

Staff will communicate individually with parents who have a child with SEND and ensure the learning is appropriate. We are currently looking at how to further support our children with special educational needs by offering tailored support and work to meet the needs of any individual support plans.

Live lessons for our younger children are kept short and tight in order to keep the children's attention. Specific aspects of the EY curriculum are taught in Reception with follow up activities and lots of ideas for further practical activities to support the daily learning.

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