



Learning, Growing, Achieving...Our journey together

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 day or two of being sent home from school pupils will be provided with packs of learning using workbook or online resources which have been printed. These will consist of one off learning objectives designed to recap prior learning rather than to introduce new concepts.

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 will 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, we will use online resources such as Oak Academy, Natural Curriculum and Times Table Rockstars to provide children with guided reading, spelling, punctuation and grammar lessons as well as mental maths.

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:



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<p>Key Stage 1 – expected 3 hours</p>	<p><u>Daily learning hours:</u></p> <p>English/Maths = 1-2 hours a day</p> <p>Guided Reading = 15-20 minutes a day</p> <p>Phonics = 15-30 minutes minutes a day</p> <p>Other curriculum topics = 1 hour</p> <p>Total: 3 hours and 30 minutes</p> <p><u>Live Interactions and timings:</u></p> <p>English/phonics: 5 x weekly 30-40 minute sessions</p> <p>Maths: 2 x 10 minute sessions weekly</p> <p>Foundation subjects: 5 x 5 min sessions weekly</p> <p>Group phonics sessions: 5 x 30 min</p> <p>Class story: 3 x 10 minutes weekly</p> <p>1:1 reading sessions: 10 x 10 minute</p> <p>Class assembly/PSHE: 40 minutes</p> <p>Total interactive hours (approx.): 9 hours</p>
<p>Lower Key Stage 2 – Years 3 and 4 – Expected 4 hours</p>	<p><u>Daily learning hours:</u></p> <p>Maths = 1 hour per day</p> <p>English = 1 hour per day</p> <p>Guided Reading = 30 minutes a day</p> <p>Spelling = 15 minutes per day</p> <p>Times tables = 15 minutes per day</p> <p>Other curriculum topic = 1 hour</p>



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	<p><u>Live Interactions and timings:</u> Live input for maths/ English: daily 40 minutes</p> <p>Group reading: in small group 20 minutes per group</p> <p>Maths ‘help session’: 2 x weekly 20 minutes</p> <p>Total: 4 hours 20 minutes</p>
<p>Upper Key Stage 2 – Years 5 and 6 – Expected 4 hours</p>	<p><u>Daily learning hours:</u></p> <p>English/Maths = 2 hours a day Guided Reading = 20 minutes a day</p> <p>SPaG = 20 minutes a day</p> <p>Other curriculum topics = 1 hour 20</p> <p><u>Live Interactions and timings:</u></p> <p>English: 5 x weekly 30 minute sessions</p> <p>Maths: 5 x weekly 30 minute sessions</p> <p>Geography: 1 x 15 minute weekly input</p> <p>1:1 writing booster: 4 x 15 minute weekly sessions</p> <p>Class story: 5 x 15 minutes weekly</p> <p>Guided Reading groups: 2 x 15 minute sessions weekly</p> <p>Total interactive hours: 8 hours</p>
<p>Whole school community opportunities</p>	<p>1 x 15 minute weekly Collective Worship</p> <p>1 x 15 minute weekly Celebration Assembly</p>



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	Whole school time: 30 minutes
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Accessing remote education

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

Platforms/programmes/websites:

Class Dojo
Zoom
Oak Academy
Natural Curriculum
White Rose
BBC bitesize
BBC teach
Espresso
Code.it
Topmarks
Oxford Owl
Audible
ICT Games
Go Curiosity
YouTube

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:

Every Monday, teachers will put together paper copies of the learning for those with limited or no access to technology. This work will be in line with the learning of the rest of the class but will be adapted so that pupils are not required to access websites. These 'paper packs' will be posted or hand delivered to enable parents to hand back any completed learning and to touch base with a member of school staff.

When we receive laptops we will deliver these to families who are in need.

How will my child be taught remotely?

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



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In order to teach pupils remotely and with the highest impact, we will deliver lessons via Zoom calls and recorded videos which feature both the class teacher as well as drawing on a range of high-quality teaching resources.

Although this provision will differ slightly across classes, predominantly all classes will receive a live video call or video explanation for maths and English with teachers choosing how to introduce their afternoon curriculum topic. This may be through a video, PowerPoint or image with explanation.

Parents may be invited to borrow resources from school, particularly in the Upper Key Stage 2 classes where whole class novels will be studied. This will be communicated via Class Dojo where parents can choose whether to have resources delivered or whether they wish to collect them.

Work will be accessible by parents from 8:30am each morning via ClassDojo.

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?

Parents/older pupils are invited to share their child's learning via email or Class Dojo. Each class teacher will set a deadline for the work to be returned and all work will be approved and returned within 24 hours.

Queries are welcomed both via the Class Dojo platform or via the class teacher's email. Both methods should be replied to within 48 hours, Monday to Friday.

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

Class Teachers will keep a record of pupils who engage in the daily registration sessions which take place every day. If a pupil is not in attendance or does not submit work for a period of 3 consecutive days then the Phase Leader for your child's key stage (Miss Hannah Farrington EYFS and KS1, Mrs Sarah Jones KS2) will be in contact. If no contact can be made for 5 consecutive days then this will be the duty of the Interim Head of School, Mrs Anneka Osborne.



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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:

Feedback will be given by the Class Teachers and Teaching Assistants. Work uploaded onto Dojo will be approved and a comment added. This will always be positive and will often involve a next step. Parents are invited to contact their class teacher with any requests for support or explanation of learning.

Work can also be sent directly to the Class Teacher's email address and feedback will be sent back to the email address the work is sent from.

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:

Any support staff who work 1:1 with pupils will make daily contact with their pupils via the parent.

Work will also be differentiated for individual pupils as necessary.

Teaching Assistants will make contact with families of pupils with SEN also and interventions will be offered with small groups or 1:1. This may be maths, writing or reading sessions. Another adult will always be involved in these sessions.

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.



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If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Class teachers will make contact via email, phone call or Class Dojo to share the class learning. In the majority of instances, class teachers will upload accessible learning for the days where the child is not in or provide packs which can be delivered. Learning will be broadly in line with the expectations of the class.