



Remote Education Provision: Information for Parents

Contents

Preface.....	2
1. Approach to remote learning.....	3
2. How will Home Learning work?.....	3
3. Additional support for pupils with particular needs.....	5
4. Engagement and feedback	5
5. Keeping in touch.....	6
6. Expectations for pupils' engagement and parental support with remote education	7

Preface

This remote learning guidance sets out our plan for staff and parents should individuals or groups of pupils need to self-isolate, or in the event of a local or national lockdown. It sets out the systems and technology that staff will use to provide a continuation of the learning experience for children, and details how they can be used effectively and safely, while allowing for the differing needs of families. We shall have the capacity to offer immediate remote learning as we have a strong contingency plan in place for remote education provision. We may revise our approach due to the challenges of teaching pupils simultaneously both at home and in school.

The school's usual Online Safety Policy and Acceptable Use Agreements still apply at this time but this policy is an addendum to our normal provision during the COVID-19 Pandemic.

This contingency plan includes:

- I. Teaching a broad and balanced curriculum that is well-sequenced so that knowledge and skills are built incrementally in each subject so that pupils can progress through the school's curriculum.
- II. Access to high quality remote education via Google Classroom that will be used consistently across the school in order to allow interaction, assessment and feedback, ensuring staff are trained in its use.
- III. Printed resources, such as textbooks and workbooks, for pupils so that they have a good measure of both online and offline learning.
- IV. The recognition that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we shall work with families to deliver a broad and ambitious curriculum.
- V. Provide digital access for pupils (disadvantaged and non-disadvantaged) through the provision of a school laptop and a dongle (where necessary), accompanied by a user agreement contract.
- VI. A daily checking system to ensure that all pupils are engaging with their learning and providing support where necessary.
- VII. Offering direct lines of communication and support with the class teacher and the school.

1. Approach to remote learning

Our approach to remote education is integrated into our school curriculum planning. This will be an essential component in the delivery of the curriculum for some pupils (those who have to isolate), alongside classroom teaching, or in the case of a local lockdown. We would therefore plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Remote learning includes online and offline working. Below is an outline of how we shall be providing a 'virtual' classroom should the need arise.

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?

If we have to provide remote education without prior notice, our staff may need a day or two to get the learning packs ready and if necessary, devices collected in order that children access online learning successfully. In this instance, the provision of work will be fairly 'light touch', given that staff would have a restricted amount of time to plan and prepare. If the child is sent home to isolate, then their learning pack will be sent home with them.

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. Teachers will focus on the knowledge and skills of reading, grammar and mathematics. The cross-curricular approach will still be used, but not to the extent that we would undertake at school.

2. How will Home Learning work?

Meaningful and ambitious work will be set each day in an appropriate range of subjects. These will be accessible from home, via the Google Classroom login that you have been provided with. These lessons are more than just a one-way stream but a collaborative video call where children will be able to participate fully as though they were at school. Teachers

will deliver live lessons from their classrooms or from home through Google Classroom. Frequent, clear explanations of new content will be provided by a teacher or through high-quality curriculum resources with opportunities for interactive learning through questioning and discussion. Opportunities to practice and apply new knowledge and skills will be provided to pupils.

All books, stationery and any other resources, including a laptop for disadvantaged and non-disadvantaged children where necessary, will be packaged as soon as possible so they can be collected by parents from the school. We shall also issue devices that enable an internet connection (for example, routers or dongles) where necessary.

Each day, every year group will have 5 main sessions in a day. An example of a day might look like this:



Home Learning Timetable – Class Name

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension	Reading Comprehension
9.30-10.00	Grammar/Spelling	Grammar/Spelling	Grammar/Spelling	Grammar/Spelling	Grammar/Spelling
10.00-10.30	Mrs Nadesan's Assembly	PSHCEE	PSHCEE	Jubilee church Assembly	PSHCEE
Time for a break!					
11.00-12.00	Maths	Maths	Maths	Maths	Maths
Lunch...					
1.00-2.00	PE	History/ Geography	Spanish (20 min)	RE	
2.00-2.30	Science		Science	PE	

The 'Weekly Structure' (example below) and the live links will be shared with your child through the Google Classroom platform. Use your child's individual login details to access the platform. All lessons will be recorded and accessible to be re-watched via Google Classroom, shortly after they have been delivered. This will support those families who have children in multiple year groups, who may need to rotate access to a home device. If devices are shared, children can alternate between live attendance of sessions and watching catch-up video during gaps in the day.



3. Additional support for pupils with particular needs

Where necessary, we shall also continue mentoring of children and will be arranging video calls during the afternoon to chat through your child's learning and support them individually.

All interventions at the Wave 2 or Wave 3 level will continue remotely if we have the necessary staff available. This information will be communicated directly to parents via the Senior Leadership Team and our SENCo as soon as possible.

Interventions will take place via Zoom to allow the class teacher to continue on Google Classroom. Children are encouraged to leave their class Google Classroom session to attend their Zoom intervention and once complete rejoin the class session where the teacher can help support them with anything missed. The majority of interventions will take place during the afternoon sessions, so as not to miss core subjects, but where this is not possible, times will be rotated so that children are not missing the same session each day. One to one sessions will be recorded in order to safeguard our staff and pupils.

4. Engagement and feedback

Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is:

- Between 1 and 2 hours a day for Reception Class
- 3 hours a day for Key Stage 1 (Years 1 and 2 when pupils are aged between 5 and 7)
- 4 hours a day for KS2 (Years 3-6 when children are aged between 7 and 11)

It is expected that your child will be accessing Google Classroom from approximately 9am – 3pm, with suitable breaks throughout the day. The amount of time online for each year group will differ and clearer guidance will be provided to parents by each class teacher. After the initial input for a particular subject, your child should remain on Google Classroom to complete the independent task and to receive support from the class teacher when required. In EYFS there is a balance between adult and child-led learning, with the focus on children pursuing their own interests, in order to practise and extend their learning so the expectation to remain online after the input will differ. If you are sharing a computer between children, then your child can logout until the next input. The input and resources will be recorded so that your child does not miss out on the input if they do not have access to a computer during a particular session. The presentation of all work completed in the books provided should be of a high standard, with the necessary stationary provided to facilitate the completion of all tasks.

Feedback can take many forms and may not always mean extensive written comments for individual children. The teacher will assess work with the children and your child will complete any corrective work. There may be whole-class feedback or quizzes marked automatically via a digital resource. Teachers will use all pupil responses online to assess some of their learning, provide pupils with feedback and use these to address any gaps in their skills and knowledge. There may also be specific pieces of work that teachers set for assessment purposes only. Children in EYFS require higher levels of parental support so the approach to assessment may differ with the class teacher assessing some online sessions where appropriate and parents uploading evidence (photographs, videos and any written information) on Tapestry. It is important that **ALL WORKBOOKS ARE RETURNED TO SCHOOL, including reading books and resources, when the school reopens. Pupil work completed at home will be used for assessment purposes so it is vital that these books are returned.**

5. Keeping in touch

It is important that we keep in touch with you and your child during this period of school closure. We always take an attendance register during a Zoom session and will continue to do this during Google Classroom sessions to ensure that all children have fair access to online contact sessions.

If your child is not online and we do not hear from you then we will be in touch to make sure that you are all fine. I would like to assure you that we, as a school, recognise that there is no perfect solution to remote teaching and learning. We are keen to work with you to provide the best support possible as your child continues learning at home. Please bear with us as we adapt to this new way of working, which we are certain will provide the best quality of education for our children, while they are at home.

Parents should be aware that our teachers will be completing online lessons during normal school hours and any concerns will be addressed as quickly as they can or later during the afternoon. Parents who have concerns or questions are to email the class teacher to discuss these. Google Classroom is not the platform for parents to challenge or question what is going on in front of the school community. If there are urgent queries, parents can phone the school office. Parents are asked not to visit the school unless there has been a prior arrangement.

6. Expectations for pupils' engagement and parental support with remote education

Live Virtual Lessons - Expectations for Pupils / Parents / Carers		
<i>It is important that when we are using Zoom and Google Classroom, pupils and parents/carers understand the expectations so the lessons are secure and can run as smoothly as possible.</i>		
	School Account	When you log in, you must use your school username and password otherwise you will not be admitted into the lesson.
	Be on time	Be ready to join the lesson before the start time. Make sure you have everything you need and your device has sufficient charge.
	Mute yourself	When you enter the lesson, click the mute icon. This helps minimise background noise.
	Camera on or off?	Discuss with the people you live with whether you will have your webcam on or off during the lesson. Respect your parents/carers wishes and either turn the camera on or off.
	Eliminate distractions	Do your best to sit in a quiet place. Let your family know when you will be taking part in lessons so they can avoid interrupting you. Close all other tabs and windows unless they are needed for the lesson.
	Neat presentation	Consider your background and clothing. Try to sit in a part of the house where people will not be walking through and make sure you are wearing something appropriate for school - no pyjamas!
	Chat responsibly	Use the chat option to contribute to the lesson by writing comments and questions that are appropriate and relevant to the lesson.
	Prepare to share	If your teacher asks you a direct question, then unmute your microphone and share your contribution with the class. You can also share your screen if requested by your teacher.
	Take notes	Make sure you have a pencil/pen and paper ready to write down any notes or ideas and to help you stay focused.