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 if 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?

We will send pupils home with work packs to complete independently in the first instance. The packs will contain a variety of tasks that relate to the Maths, English and SPAG curriculum taught in school.

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, Science lessons that need resources to enable the pupil to access learning i.e. Circuits.

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: 3-4 hours per day

Accessing remote education

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

We use 'Purple Mash' as an online tool that pupils can send and receive work set by their class teacher. 'Marvellous Me' is also used for Early Years and Key Stage 1 to send work home. Bug Club is an online platform used to promote a love for reading which teachers use to set challenging texts for pupils to access. We use TTRockstars in KS2 and Numbots in KS1 as an online platform to set multiplication and Maths challenges.

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:

All pupils can access any printed materials needed if they do not have online access by coming to the main foyer to collect a class pack each week. The pack will contain all the worksheets required for the week. If unable to collect a pack parents can ask for it to be delivered each Monday by the HT and DHT.

Pupils can submit work to their teachers if they do not have online access by returning it into school and teachers will collect it in.

When laptops are available we will prioritise and issue them to disadvantaged and vulnerable pupils. Parents will need to contact school to see if laptops are available. Miss Atterbury will arrange collection once a loan agreement for a laptop has been completed.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons or White Rose Maths)

- Communication and feedback given either by teacher email, Marvellous Me responses and Purple Mash chatroom

- 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

- 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?

Parents to support their child as much as possible and if they have a concern contact the class teacher for additional arrangements to be put in place where appropriate.

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

Teachers will monitor all remote learning that is being accessed at home. If there is a concern then teachers will email parents directly. Every two weeks the teacher will phone home to discuss learning with the pupil.

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 using Purple Mash chat, when pupils send work back teachers can respond to them individually. Whole class feedback can be given when appropriate.
Responses will be sent back using Marvellous Me or email when Purple Mash is not used.

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:

Differentiated tasks will be set so that SEND pupils can access remote learning. Where appropriate individual work packs are sent home that provide suitable resources to enable the pupil to access work set for them.

SEND pupils that struggle to access remote teaching at home will be encouraged to come to school and access learning face to face with class teachers.

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?

The same approaches will apply as above.