



Remote Learning 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?

All pupils have been provided with a set of Home Learning books. These contain login details for online resources and home learning guidance. If a bubble closure is directed whilst the children are in school, some additional hard copies of work may also be provided. Children without access to online learning will be provided with hard copies of home learning material to support their learning at home.

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, some PE and D&T lessons may not be possible to teach remotely due to the need for specialist equipment.

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:

Early Years Foundation Stage	Children will receive daily reading, English/Phonic work, mathematics work and wider curriculum work. In EYFS, children’s teaching usually consists of a twenty-minute focus activity with an adult for each subject. Therefore, much of the learning an EYFS child receives is during free choice, independent activities. Suggested free choice activities will be provided on EYFS daily home learning plans.
Primary school-aged pupils	Children will receive up to three hours of remote learning a day in Key Stage One and four hours a day in Key Stage Two. This will include reading, English, maths and two foundation subjects a day.

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:

A parent survey was sent out to determine the access that pupils have to digital devices. Those pupils that are not able to access Seesaw or other online resources have been provided with hard copies of home learning work.

Engagement with remote learning is recorded daily and monitored by the SLT. Any children that are not able to engage with online education will receive additional support. This may be through support with digital resources or by being provided with hard copies of work.

How will my child be taught remotely?

Our remote learning ensures that:

- Pupils receive clear explanations
- We support growth in confidence with new material through scaffolded practice
- Pupils have the opportunity for the application of new knowledge or skills
- Pupils receive feedback on how to progress

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

- Daily teaching via Seesaw. Each day will include teaching videos (e.g. Oak National Academy lessons, White Rose videos, video/audio recordings made by teachers) and work for reading, English, mathematics and two other foundation or core subjects (science, RE, history, geography, art, D&T, MFL, PSHE)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets). These may be used if a class bubble has closed and pupils are able to be provided with resources prior to going home.
- Levelled e-books via Oxford Owl
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (such as White Rose mathematics)

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?

- Expectations for pupils' engagement with remote education

Children are expected to complete work set daily and submit work to their teacher for feedback and marking.

- Expectations of parental support, for example, setting routines to support your child's education

Parents are expected to ensure that their child accesses work daily and follows the expectations set out in the Home Learning books to ensure that work is completed to a high standard. Parents are expected to ensure that their child is supported in submitting work to their class teacher and for seeking additional support if required (such as via class emails to the class teacher or contact via Seesaw).

As a school, we recognise that each family may face different challenges during remote learning. We have provided a 'Learning Priorities' guide in Home Learning books that parents can refer to if they are unable to complete all daily work.

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 record attendance on Seesaw every day. If a pupil has not logged into Seesaw or submitted work for two days, the class teacher will contact the pupil's parents/carers to offer support. If the class teacher does not see improved engagement with remote learning, the class teacher will refer the pupil to the SLT, who will contact the parents and monitor future engagement.

Children working using offline resources will be asked to submit work via email. If this is not possible, the SLT will monitor engagement through telephone calls to parents.

All pupils' Home Learning books will be returned to school after a period of remote learning to evaluate engagement.

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:

Pupils can submit work on Seesaw and receive feedback from the class teacher. Class teachers will not respond to work submitted after 5:30 PM. Any work completed after this time will receive feedback the following day. Feedback will be predominantly through marking and written comments, but may also be audio/video feedback. Feedback may be to an individual child or to groups of children (such as whole-class feedback if a teacher has noticed

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:

Children with an EHCP (education and health care plan) are entitled to a place in school in the event of widespread school closures. Children with SEN needs may need to receive differentiated remote learning work. This may be provided through differentiated worksheets, teacher videos that are aimed at SEND/low attaining children or by accessing work for a different year group. Children with SEND may not be able to complete all work set and class teachers may ask supporting adults to refer to the 'Learning Priorities' guide provided and work on the areas of their learning that their child needs more support to achieve.

Younger children, such as EYFS and Year 1 children may not be able to focus for a long time without adult support. This is reflected in the length of activities chosen by 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?

Children that are self-isolating whilst the rest of their class is in school will continue to receive remote education via Seesaw. Work will be provided on Seesaw and can be accessed immediately. Pupils will be able to submit work to their class teacher and receive feedback. Pupils that do not have access to Seesaw will receive hard copies of work.

Individual self-isolation work will be of the same quality as whole bubble closure work. The following exception will apply:

- The pupils will be unable to meet with their class teacher in Zoom meetings, as the teacher will be teaching the class in school. However, parents/carers will be able to contact the class teacher via email and through Seesaw feedback.
- Pupils may not receive feedback on work as quickly, as the class teacher will be teaching the rest of the class. Feedback will be provided as quickly as possible.