



## Introduction:

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local or national 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 document. For support materials, please see other information contained on our website or contact the school office.

## The remote curriculum: what is taught to pupils at home?

When children are being educated at home the first day of learning might look different from our standard provision, while we take all necessary actions to prepare for a longer period of remote teaching. The children will be asked to access the normal home learning provision which is on Seesaw.

## What should my child expect from immediate remote education in the first day or two of children being sent home?

From the first full day that children are at home, you will be provided with learning, that matches the in-school tasks through Seesaw. Learning will focus as much as practically possible on a full day's learning that is equivalent to school based learning.

## 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?

As a school we will work to ensure that we continue to provide a full school day of learning that would reflect your child's usual school day. Each day, there will be a mixture of Teams live sessions as well as follow up tasks on Seesaw. Please see our remote learning policy for more detail.

## **Throughout the period of remote learning the school will:**

- ◆ Share timetables with parents to enable scheduling of home learning and where possible support our children's engagement with learning- these timetables will broadly follow the same curriculum as we would in school wherever possible
- ◆ Where some curriculum areas might be tricky to provide in the same way as we would at school, we will access and share other national video resources such as Oak National Academy
- ◆ We will continue to work with professionals to provide interventions where practically possible such as ELSA and Speech and language. This may involve individualised resources.

## Remote teaching and study time each day/ week

### How long can I expect work set by the school take my child each day/ week?

It is our ambition to reflect the school based Timetable, therefore over the course of the week your child will receive the following Live support through Teams and Seesaw which is broken down into daily sessions in accordance with the published Timetables:

EYFS	Key Stage 1	Key Stage 2
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In EYFS children will be provided with at least:	In KS1 children will be provided with at least:	In KS2 children will be provided with at least:
<ul style="list-style-type: none"> <li>◆ 5 Phonics tasks/activities/ live support</li> <li>◆ 5 Reading/Writing tasks/activities/ live support</li> <li>◆ 5 Mathematics tasks/activities/ live support</li> <li>◆ 1 Expressive Arts and Design task/activity</li> <li>◆ 1 PSHE task /activity</li> <li>◆ 1 PE task/activity</li> </ul>	<ul style="list-style-type: none"> <li>◆ 5 Phonics tasks/activities/live support</li> <li>◆ 5 Reading/Writing tasks/activities/live support</li> <li>◆ 5 Mathematics tasks/activities/live support</li> <li>◆ 1 Science task/activity</li> <li>◆ 1 History or 1 Geography task/activity/live support</li> <li>◆ 1 PSHE and 1 RE task/activity/live support</li> <li>◆ 1 PE task/activity/live support</li> </ul>	<ul style="list-style-type: none"> <li>◆ 5 Reading and Writing tasks/activities/live support</li> <li>◆ 5 Mathematics tasks/activities/live support 1 Science tasks/activities/live support</li> <li>◆ 1 History or Geography task/activity/live support</li> <li>◆ 1 MFL task/activity/live support</li> <li>◆ 1 PSHE and 1 RE task/activity/live support</li> <li>◆ 1 PE task/activity/live support</li> <li>◆ 1 P4C task/activity.</li> </ul>

Children will meet with their teacher in the morning. This will allow teachers to share information about the learning that has been set and provide a chance for children or their parents, to ask questions to clarify any key points.

**The amount of 'live' time, and scheduling of it, will then vary dependent on the age of the child- we will provide the following minimum:**

- ◆ EYFS and KS1 children will receive at least x2 lots of 20-30 minute sessions a day
- ◆ KS2 children will receive at least x3 sessions of 30 minutes each
- ◆ In addition, across the Key Stages, teachers/TAs will schedule intervention sessions with a small group of children (not 1:1). This may be a different group each day, or the same group, depending on the nature of the intended learning.
- ◆ Where possible children with specific support e.g. EHCP plans, will have their provision delivered via personalised learning tasks on Seesaw.

### Accessing remote education

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

We will continue to use the platforms in school that we already use to support learning. This is Seesaw and TEAMS. All parents/carers and children have a unique code to log into the platform. As a school we will continue to use these platforms for homework and other activities throughout the year to ensure children and parents are confident with the use of these in the event that we need to close a bubble, cohort or majority of the school.

For live support, all children have a Microsoft Account with a unique username and password. Live support will be provided through MS Teams. Teachers will send 'Teams invites' to your child's MS account to invite them to the live support session in accordance with the Timetable shared.

#### 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 children may not have suitable online access at home. We take the following approach to support those children to access remote education:

- ◆ We have a limited amount of laptops to use from the DfE that we can loan to parents during this time. Should you need a device, please contact the school office.



- ◆ When possible, we will work with network providers to support parents to access internet, including the top up of data allowances
- ◆ Should parents need a pack of learning printed, please contact the school office who will work with teachers to arrange for a pack of learning to be created- the school office will support the delivery/ collection of this
- ◆ Your printed pack will follow the class timetable. Each week parents should return the completed pack to the school office and collect the following week's pack.
- ◆ Each year group continues to have a year group email account where parents can send screen shots or photographs of your child's learning if parents wanted to do so

### **How will my child be taught remotely?**

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

- ◆ Provide live support sessions throughout the day
- ◆ Provide follow up learning tasks through Seesaw
- ◆ Share video content via other platforms such as school YouTube accounts
- ◆ Use other resources to support explanations such as White Rose Maths videos
- ◆ Share useful websites and other resources that may support parents and children at home
- ◆ Set learning tasks so that children have meaningful and ambitious work each day in a number of different subjects
- ◆ Plan a programme that is of equivalent length to the core teaching children would receive in school, ideally including daily contact with teachers

### **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 expect our children to fully engage with remote learning unless they are poorly or unable to engage for other reasons.

It is important that children continue to follow the school day routines, as demonstrated within the Timetables shared, to help them to continue to make progress during this period of remote learning.

Where a child is not engaging, or is not engaging at the standard that we would expect from them, we will contact families to understand the barriers and provide support to alleviate these.

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

Engagement is monitored through daily morning and afternoon collection of engagement. We will follow our school absence procedures to ensure we know where your child is and the reason for not logging onto to their Teams session/ accessing Seesaw- this may include a phone call home.

Other forms of communication with parents include emails as well as contact through the parent App on Seesaw.

Throughout any period of remote learning, it is essential that you continue to work with the school to ensure that your child is able to successfully return to face to face learning when it is safe to do so.

If local restrictions allow and we believe it is absolutely necessary, the school will also visit the family home to ensure that we are able to ascertain any issues relating to remote learning as well as your family well-being and provide support where practically possible.



### 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, we may use MS Forms to create quizzes that are marked automatically, questioning during live support sessions as well as give feedback to learning uploaded to Seesaw.

We will apply the principles of our school based Marking and Feedback policy to all learning to ensure that the children continue to make links between remote learning and school base learning.

### Additional support for children with particular needs

#### How will you work with me to help my child who needs additional support from adults at home to access remote learning?

We recognise that some children, for example some children with 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 children in the following ways:

- ◆ Support staff will continue to provide intervention materials for children through Seesaw and where possible Teams
- ◆ Where children have a specific plan, we will endeavor to provide these in a virtual environment
- ◆ Children with EHCPs should be in school where it is safe to do so, we will endeavor to provide the support outlined on the plan. Where children with EHCPs are learning from home, we will upload interventions through Seesaw/Tapestry
- ◆ We will provide further support and interventions through our SEND area on the website and signpost families to these for further support for areas such as SEMH (Social Emotional and Mental Health) needs
- ◆ Parents may also request contact from the SENDCo to seek advice and support where needed- please contact the school office

### Remote education for self-isolating pupils

Where individual children need to self-isolate but the majority of their peer group remains in school, how remote education is provided will differ slightly from our approach for the whole school. This is due to the challenges of teaching children 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?

Where an individual child is isolating, we will endeavour to deliver 'hybrid' teaching using MS Teams to live stream the lesson to the child at home. The Teams invite will be sent to the individual child with follow up learning added to Seesaw. The child will always be able to access learning resources through Seesaw.

Where a teacher is isolating, we will deliver flipped teaching where the teacher will Teams the class and deliver the timetabled lesson from their home.

Where classes or year groups, or the whole school is isolating – we will adapt to the remote learning.

There will be a combination of synchronous and asynchronous learning.

- ◆ Synchronous- Children engage in course activities at a specific date/time requiring that everyone is online at the same time.
- ◆ Asynchronous – Children engage in activities at any time, contributing at their own pace.



Special Education Need Assistants and SENDCoS will provide support for the provision of work for specific children.