

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 instance parents and carers should use the CGP workbooks which have been sent home earlier in the year to support children in carrying out their home learning. Parents will receive instructions via Class DoJo when the online timetable is ready for the children to then follow instead.

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, parents will not have access to the same resources we would have in school for some practical subjects such as PE or Science therefore we will adapt lesson planning to reflect this.

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:

Key Stage 1	3 hours of remote provision.
Key Stage 2	4 hours of remote provision.

Accessing remote education

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

Our online remote education will be shared with pupils through Google classrooms, on this platform the teachers will schedule daily lessons for the children to complete. These lessons will be provided daily and with a scheduled 'turn in' date. This work will be checked and, in some cases, children will be required to act upon the feedback given.

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:

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:

- If your child does not have access to a laptop or other suitable device but your home does have a high speed internet connection then we may be able to lend them a laptop. Parents and carers should make contact with their child's class teacher or call the school office for further information.
- For any pupils that do not have any access to the internet, printed materials will be prepared and can be collected from school or delivered if required

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- published workbooks (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 (as per the schools full opening guidance. [schools full opening guidance](#), schools are expected to avoid an over-reliance on these approaches)

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?

Children are expected to engage fully with Home Learning and parents or carers are expected to encourage good routines that ensure that pupils complete daily work. However, we do understand that many of you have more than one child and are juggling devices, activities and working from home too. Teachers have ensured that hand in dates are flexible enough to allow you to work throughout the week and completed work is hand in by at least the end of the week.

We expect that children will:

- “arrive” or log in on time to all of their live lessons
- be dressed appropriately for learning
- do their best to complete all independent learning tasks
- request help through google classrooms if they are unsure of what to do, or how to do it
- abide by the schools agreed remote learning rules and the remote learning protocol

We ask that parents and carers

- help children to log in to live learning
- monitor children's safe access to the internet
- report any problems accessing learning to the class teacher
- set routines at home to support your child's education
- ensure that children “arrive” or log in promptly to live lessons
- monitor your ClassDojo account for messages and updates from your child's

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

We are able to check the children's engagement with remote learning through google classroom, the quantity and quality of work handed in and the children's response to feedback.

Class teachers will monitor pupil engagement daily and check in with pupils if they see a change in their normal working pattern. Where engagement is a concern, class teachers will contact parents either by telephone or via Class DoJo .

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 feedback will be provided in various ways.

- Feedback will usually be a written comment
- For some pieces of work, we will issue a marked score
- Where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception
- Children will receive feedback on all work they submit

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:

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:

- Teachers may differentiate tasks
- Additional supports, examples and checklists may be issued
- Where individual approaches are required we will discuss these with you

Please contact our SENDCo at school if you would like to discuss the needs of your child and how they will access remote learning

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?

While live remote teaching is not possible while the class teacher is teaching their class, we will use broadly the same approach as outlined above. We will ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. Each day, the class teacher will set work that is in line with the work that is happening in the classroom. Written slides explaining the learning along with tasks to be completed will be published using Google Classroom and children's completed tasks will be submitted and marked by the teacher. Children can request additional support using Google Classroom and adults in school will respond to support when they are available.