

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?

On the first day of remote learning, your child's class teacher will send work complete on the school's learning platform, Google Classroom. We would expect pupil to return work completed through Google Classroom.

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 may need to make some adaptations in some subjects, for example, PE, music, art, particularly where practical resources are required.

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	In the early years, the curriculum is play based with a small amount of formal teaching in phonics, literacy and maths. The school would give parents suggested play activities and story times to support pupil engagement in their learning.
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Key Stage 1	At Key Stage 1 we would expect the children to work for 3 hours 35 minutes each day.
Key Stage 2	At Key Stage 2 we would expect pupils to complete a full school timetable with a greater emphasis on Reading, literacy and maths of 5 hours.

Accessing remote education

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

- All of our online learning is through Google Classroom. This can be accessed on a number of devices such as a laptop, phone, Chrome book, xbox etc. We would not expect children to complete the work on the computer, but for the child to handwrite their work and take a photograph to be sent back to the child's classteacher via Google Classroom. Work should not need to be printed out.
- We have uploaded 'How to...' guides to support parents at home accessing and making their way around the platform. The 'How to....' guides can also be found on ClassDojo.

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:

- The school can lend re-conditioned laptops and chrome books to families who do not have suitable devices at home. More information can be obtained from the school office or your child's classteacher.
- If any parent needs additional resources or requires work to be printed out, once the school office has been notified, it can be collected from the collection box at the front of the school.
- Any pupils who do not have the internet at home can have a copy of the work printed out for collection and work can be returned to school via the drop off and collection box.

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:

- a small amount of live teaching where it is deemed to be the best way to teach a particular learning objective.
- class or group meetings to discuss issues.
- pre-recorded teaching by the classteacher enabling the pupil to pause, re-wind and watch it again when uncertain. We feel the pre-recorded lessons are able to fit more comfortably with the individual pupil's pace of learning.
- commercially available teaching clips or video clips from websites e.g. White Rose maths.
- printed paper packs produced by teachers e.g. workbooks, worksheets for pupils unable to access the internet.
- textbooks, reading books and resources sent home or collected from the school.
- 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?

- The school expects children and parents to fully engage with the work that has been set. For pupils at Key Stage 2, we would expect parents to encourage their child to work independently with minimal support. The class teacher has reduced the amount of written explanation through pre-recorded explanations.
- It is understood that children may not be able to always complete work at the scheduled recommended time due to family circumstances.
- We would expect parents to set out routines and a quiet place for their child to work.
- We would expect parents to ensure that their child is completing the work that is set.

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

In this section, please set out briefly:

- Your child's classteacher will check each day that work has been submitted via the learning platform.
- Your child will have regular virtual meetings with their teacher throughout the week, which they would be expected to attend where possible. In these meetings your child will be asked about work and have any difficulties resolved.
- Where a child is not sending work back into school, the class teacher or Head Teacher will contact parents by phone, Google Classroom, Clasdojo or email.

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:

- Your child's classteacher will mark all work sent in each day and give feedback in the form of typed or verbal feedback through Google Classroom.
- Within each class on the platform there is a section for pupils to be able to make their class teacher aware if there is a problem or they are stuck.
- Throughout the week we will continue to give children tests in spelling and maths. At key Stage 2 children are also set work to complete on Century which self marks work.
- Good work is rewarded with Dojos which are points that are put towards reward badges which are presented in virtual celebration worship each Friday to the whole school and can then be collected from the box outside the school front door.

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:

- Work set for pupil's on the learning platform is differentiated for individual needs. Pupils with an EHCP who are not in school have regular 1-1 virtual meetings with a teaching assistant to continue their individualized programs.
- Headteacher/SENCO will telephone regularly to ensure that the pupils are continuing to access the work that is set by the classteacher.
- Remote education for pupils in EYFS/KS1 is through pre-recorded teacher led sessions and live meetings.

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?

If pupils are self-isolating whilst the other members of the class are in school, pupils will initially be sent work on the learning platform which may not be in line with what is being taught in school. This work should cover the first two days until a Covid test result is established.

If the absence is going to be longer term (e.g. 14 days), the child's classteacher will upload as much of the classwork as possible onto the learning platform for the pupil to complete.