# 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.

### How will my child be taught remotely?

We use Microsoft Office Teams – all children have their own log-in details and regularly use this system in school, during computing lessons and other subjects.

We teach broadly the same curriculum remotely, as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects and only 3 lessons/subjects are taught per day.

Each day starts with ‘registration’ with the Class Teacher, using the video function on Teams. The children will be told about the lessons and activities for that day, which are situated on the relevant ‘Class Notebook’. The children will be reminded how to submit their work.

The children will have a Maths lesson, an English lesson and one other subject each day. Whilst the teacher will not be actively teaching each lesson, they will be available to answer any questions the children may have, during the day, using the ‘chat’ function on Teams.

In the afternoon, the class has a whole video meeting or small group video meetings with the Class teacher, to end the day and have the opportunity to ask any questions etc.

Feedback will be provided by the Class Teacher, as appropriate.

## 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 3-5 hours per day.

## Accessing remote education

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

We use Microsoft Office Teams.

### 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 are able to provide alternatives to our remote provision, in exceptional circumstances. For example, the work put onto Microsoft Office Teams could be emailed to the family or some work could be printed out and made available to the family – we endeavour to resolve the issue on a case-by-case basis.

We do have a very small amount of government-given laptops available for lending. A specific loan agreement needs to be signed by parents, to use these. Again, the use of these laptops would be decided on a case-by-case basis, as the government has only given us a very few to use.

## 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 all pupils to be logged in to Teams to attend the morning register. We expect all work to be submitted by 3pm that day. Children may organise their time as they so wish. If children want to ask questions or would like to discuss the work completed they may join the end of day conference with their teacher- but this is optional. We expect children to only use the Teams chat platform appropriately- they may use this platform to discuss learning with their peers of their teacher- but this is optional

We expect parents to ensure their child is on Teams to register in the morning, if there is a problem with this we expect parents to contact either the school or the child’s class teacher as promptly as possible. We ask that, wherever possible parents check in with children learning to check they are focused and producing work to the best of their ability.

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

Teacher will check daily that children have attended the register session, submitted all required work and have been engaging appropriately on the class forum. If we have any concern your child’s class teacher, a member of SLT or the Computing Co-ordinator will call you directly to discuss concerns, put in place any action that may be required to support parents and children in accessing the learning and inform you of any consequences to inappropriate behaviour that will be enforced.

### 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:

Just as in the classroom, teacher’s feedback may take many different forms. Such as:

* Comments of children’s submitted work.
* Comments in the class forum
* Verbal feedback in meeting
* Score from exercises and quizzes

## 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:

Wherever possible we will provide additional support to SEND pupils to ensure they are confident in using the system. Where required, we will telephone the parents of SEND pupils to talk them through the process of the phone, so that they can fully support their child in accessing the learning. We will ensure that work in suitably differentiated the needs of pupils with SEND. We will ensure there is a targeted check-in with SEN groups as and when they are required.

For children with more severe and complex SEND we may work in consultation with parents/ carers which involved a more concrete approach to learning, alongside phone calls or video calls from the class teacher to regularly check in.

## 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?

Your child will be provided with links to relevant sections of ‘Oak Academy’ (a national online resource) which correspond most closely to the work that the child is missing in school.

Depending on the duration of the self-isolating absence from school, it may be that the Class Teacher also provides extra work, so that your child does not miss out on too much of the work being carried out in school.