

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.

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?

Children are sent home with work packs including, where appropriate, exercise books, white boards, paper, pens, glue etc. Children will access their learning via Seesaw and other line platforms such as: Oxford Reading Buddy, RM Maths, Mathletics to name a few. Zoom will be used for live lessons with older children and also to check in with children where appropriate and for worship, class story etc.

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 subject areas have moved due to resource implications. Areas of mathematics where concrete resources are necessary: capacity, mass etc.

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:

Primary school-aged pupils	(Number of hours – there are minimum expectations for remote provision.
Receptions	2.5 hours on average
Key Stage 1	3 hours on average
Key Stage 2	4 hours

Please see Engagement and Feedback section for a more detailed breakdown of expectations.

Accessing remote education

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

Seesaw – where all information will be shared regarding children’s work and the expectations. Teachers will plan and assign activities that are well-sequenced so that knowledge and skills are built incrementally so that pupils can progress through the school’s curriculum. Videos or live lessons will be used to instruct the children with lots of regular feedback via Zoom.

Zoom – teacher to children interaction daily (4,5,6) with the option to join worship

Year R,1,2,3 twice a week with the option to join worship

Golden time for everyone on a Friday.

Mathletics, RM maths, SpaG online, TTRockstars, Oxford Reading Buddy, LbQ will also be used to support home learning as usual.

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:

Where appropriate and available, school will lend pupils a tablet in order to provide access to online learning. A user agreement will need to be signed by both the parent and the child and the rules must be adhered to at all times.

Where a child does not have access to the internet, initially, a data sim card will be provided, giving them a limited access to the internet until a more permanent solution can be found.

The DfE offer of additional data for homes with no internet will be offered (Jan 21)

A limited number of pupils may require access to printed materials, the class teacher will contact those children and arrange delivery of collection.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons) via zoom where appropriate
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (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. White Rose Maths, BBC Bitesize

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?

Year Group	
Reception	<p>Monday, Tues, Wed, Thurs (all 4 each day):</p> <p>-Phonics (a live taught video from Letters and Sounds followed by a game modelled via video by one of the teachers).</p> <p>-Maths (sometimes a video from White Rose, other times no video)</p> <p>-Literacy (including Communication and Language on some days)</p>

	<p>-Topic (involving something linked to either Understand the World, Personal Social Emotional Development, Expressive Art and Design, Physical Development)</p> <p>Friday: Phonics, Maths, a class story read by the teacher</p> <p>PE daily</p> <p>Additional</p> <p>Shared a grids with home friendly suggested Continuous Provision ideas for parents to set up at home for their children to engage with.</p> <p>Oxford Reading Buddy 3 times</p> <p>2.5 hours' daily</p>
<p>Year 1</p>	<p>Monday – Arithmetic and RMmaths, Spelling, Phonics, Computing and RE.</p> <p>Tuesday – Handwriting/PE, Maths and RMmaths, Phonics, English, Science.</p> <p>Wednesday – Maths and RMmaths, English, Phonics, Forest Schools or Computing.</p> <p>Thursday - Maths and RMmaths, English, Phonics, Topic and Free Choice.</p> <p>Friday – Maths and RMmaths, English, PE and Golden time.</p> <p>3 hours daily</p>
<p>Year 2</p>	<p>Monday – Mental Maths and Maths 1, Spelling, afternoon choice.</p> <p>Tuesday – Mental Maths and Maths 2, Handwriting and Phonics, afternoon choice.</p>

	<p>Wednesday - Mental Maths and Maths 3, Reading comprehension, afternoon choice.</p> <p>Thursday - Mental Maths and Maths 4, Grammar, afternoon choice.</p> <p>Friday - Mental Maths and Maths 5, Writing, afternoon choice.</p> <p>Children can choose which order they would like to complete the afternoon tasks, however; they all need to be completed by the end of the week.</p> <p>Additional– Wake and Shake, ORB, Mathletics - 1000pts, listen to a book read online, Zoom touchpoints x2 (Wed/ Fri @ 1.30pm), Phonics games</p> <p>3 hours' daily</p>
<p>Year 3</p>	<p>Monday – Maths 1, Handwriting, French, PE or Computing, Music or RE.</p> <p>Tuesday - Maths 2, Grammar, Science</p> <p>Wednesday – Maths 3, Spellings, History</p> <p>Thursday – Maths 4, Reading Comprehension, Art, Forest Schools or Life Education.</p> <p>Friday – Maths 5, Writing and Golden Time</p> <p>Additional -15 minutes of Mental Maths – Arithmetic paper, 3 x 20 minute reads on Oxford Reading Budding, 15 minutes of SPAG, 15 minutes of Mathletics, 15 minutes of RM Maths/ TTRockstars.</p> <p>4 hours' daily</p>

<p style="text-align: center;">Year 4</p>	<p>Monday - Reading (ORB, Book, Owl) Physical Activity (Joe Wicks, Just Dance), English, Maths, Topic, French</p> <p>Tuesday - Reading (ORB, Book), Physical Activity (Joe Wicks, Just Dance), English, Maths, Science</p> <p>Wednesday - Reading (ORB, Book), Physical Activity (Joe Wicks, Just Dance), English, Maths, RE, PE</p> <p>Thursday - Reading (ORB, Book), Physical Activity (Joe Wicks, Just Dance), English, Maths, Computing or Art.</p> <p>Friday - Reading (ORB, Book), Physical Activity (Joe Wicks, Just Dance), English, Maths, Life Education or Music, Golden Time</p> <p>Additional – Daily class read, TTRockstars, RMmaths</p>
<p style="text-align: center;">Year 5</p>	<p>Monday – Spelling, Maths, Geography, French</p> <p>Tuesday – Grammar, Maths, RE, PE</p> <p>Wednesday – Reading comprehension, Maths, Science.</p> <p>Thursday – English Writing, Maths, Art and Computing.</p> <p>Friday – English Writing, Maths, Life Education and music.</p> <p>Additional – Oxford Reading Buddy, SPaG, Mathletics 1000 points, Grammar Hammar, Mental Maths.</p>

	4 hours' + daily
Year 6	<p>Daily Registration- Children are expected to attend registration via zoom at 9am which is followed by a daily guided reading session.</p> <p>Monday – Maths 1, Spelling, French, Geography</p> <p>Tuesday – Maths 2, English, Art/Computing</p> <p>Wednesday – Maths 3, English, Library, PE/RE</p> <p>Thursday- Maths 4, English, Science</p> <p>Friday- Music, Maths 5, English (comprehension), Golden Time</p> <p>Additional - Oxford Reading Buddy (3 reads and a quiz) Mathletics 1000points, TTRockstars and SPaG</p> <p>4 hours' + daily</p>

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

In line with the statutory requirements, pupil's engagement will be checked on a daily basis and recorded in teachers' mark books.

The below model will be used to monitor persistent non-engagers.

What to do with persistent non-engagers

Teaching assistant to call non-engagers – recorded in mark book



Teacher to call non-engager – recorded in mark book



Referred to Family Support Officer and recorded on CPOMS



Concerns passed on to Headteacher

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:

Instant, daily feedback from teachers via Seesaw on any work the children submit. Use of the 'send back' tool so that children can see their mistakes and amend accordingly. Teachers to use marking on this platform to inform next steps in the online learning and also next steps for when the children return (things that may not be secure that needs to be retaught). If there is a specific issue with a group of children, then a group zoom meeting will be used to address said issue. Timely responses to any questions to ensure all children understand what is being asked so that their work is a true reflection of their knowledge.

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 liaise with parents and encourage pupils with an EHCP to attend school provision.

For clinically vulnerable pupils with an EHCP, 1:1 support is provided via live zoom lessons where this is appropriate for the child and family following discussion with parents.

We work closely with families to agree how we can best support and establish the level of support at home to ensure reasonable adjustments may be made for learners working remotely with specific educational needs on a bespoke basis.

Provision is adapted where pupils are unable to access remote learning via devices for example some pupils have paper-based resource packs.

Paper based resources will often link to a video for example white rose maths so the child can access a directed input then complete the work set. This may be work which is set lower than the year group standard and will depend on the level of work the child currently accesses in school.

Concrete resources are provided especially in maths.

More regular contact from teacher/ TA/SENCo is made through phone calls to support and address any issues arising in the child being able to access the provision remotely where parents have chosen not to send their child to school.

Advice and resources are sought and shared to meet individual needs from outside agencies and other professionals eg SEND Support Service

If parents have concerns regarding SEN needs these can be raised and where appropriate referrals made during the lockdown period and virtual support offered eg SALT Attend Anywhere appointments have continued to take place during the lockdown period

The CAF Assessment process continues remotely during lockdown to ensure our most vulnerable families receive ongoing support including for children with SEN.

Resource packs have been provided from specialist teachers and co-ordinated by SENCo eg Touch typing for visually impaired pupils to ensure specialist resources and guidance can be shared and may continue remotely.

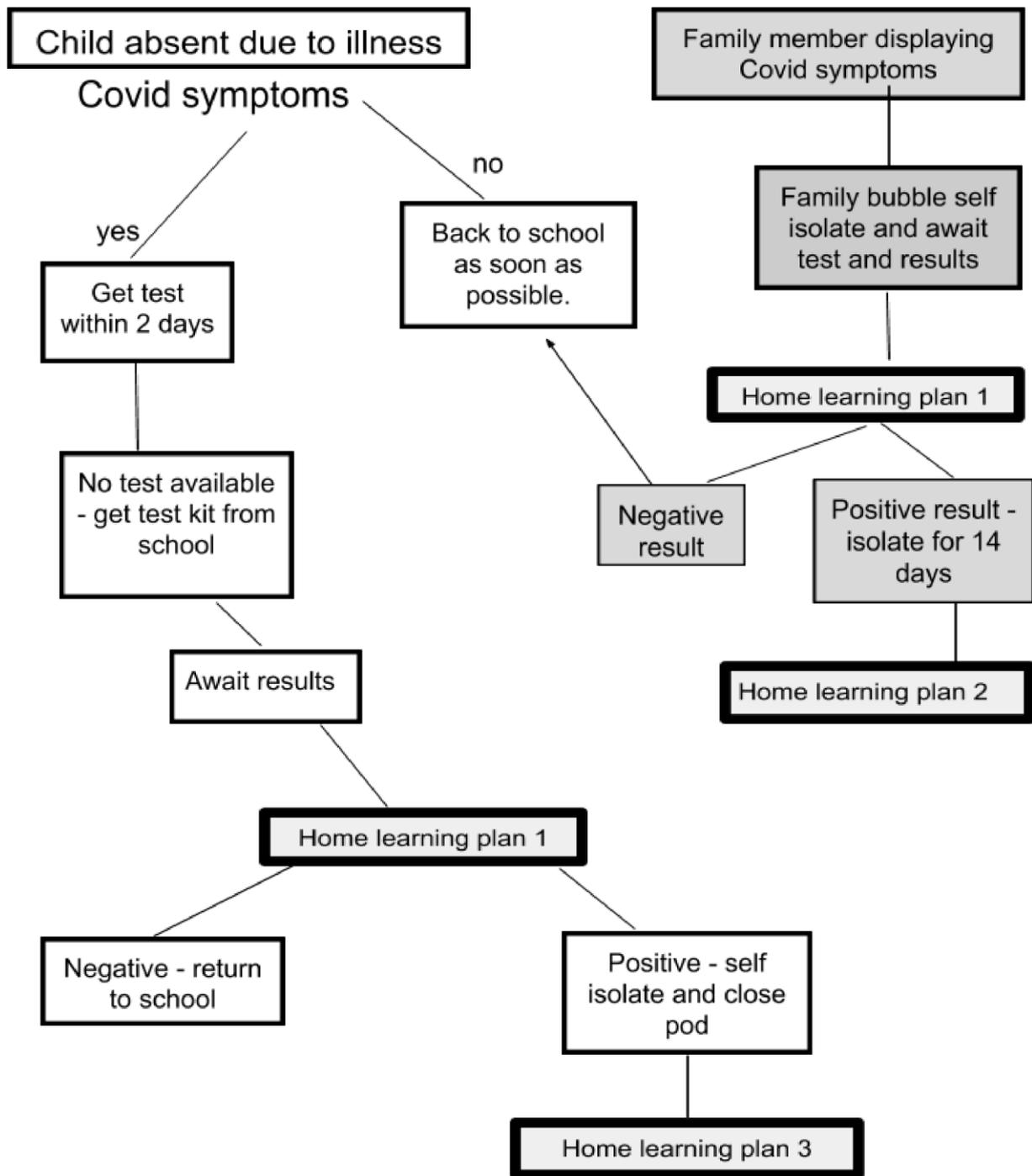
Remote learning for younger pupils will take account of the level of adult support required for children to access activities. Reception home learning will focus more heavily on practical skills and real-life experience.

For Reception and KS1 pupils with an EHCP, we strongly encourage parents to send their children to school during the lockdown period.

Where parents of a child with an EHCP do not wish to take up their school place, reasonable adjustments are made (please see above) for example practical resources are shared, visuals, now and next boards to support parents in continuing the school routine as much as possible. More regular contact is made to offer support and enable children to have virtual contact with their familiar adults via phone calls and zoom. As above, specialist guidance and resources may be shared depending on the other agencies involved.

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?



Plan 1	Plan 2	Plan 3
(waiting for test)	(self-isolating)	(bubble closes)

<p>TT Rock Stars (KS2)</p> <p>Oxford Reading Buddy</p> <p>SPAG</p> <p>Spellings</p> <p>Purple Mash (to dos)</p> <p>Any work that can easily be shared on See Saw.</p> <p>Teaching Assistant and teacher to monitor and acknowledge completion of work.</p> <p>1:1 staff to contact child daily/weekly dependent on age ability.</p>	<p>TT Rock Stars (KS2)</p> <p>Oxford Reading Buddy</p> <p>SPAG</p> <p>Spellings</p> <p>Purple Mash (to dos)</p> <p>White Rose Maths teacher videos/PowerPoints (if appropriate. Join in with lessons on Zoom if appropriate.</p> <p>Join in with RWI groups via zoom if possible (dependent on age and ability).</p> <p>Send home any work that children can complete without teacher input – either on seesaw or paper. Take photos of worksheets and post on seesaw.</p> <p>Teaching Assistant and teacher to monitor and acknowledge completion of work.</p>	<p>Teacher working from home or classroom.</p> <p>Zoom personal id used so same each day.</p> <p>8.45 –register on Zoom</p> <p>- online taught sessions/ touch points throughout the day.</p> <p>EYFS follow up with videos to support parents including online stories (Book Trust, Mr Simpson etc.).</p> <p>Join in with RWI groups via zoom if still running.</p> <p>Independent work completed and shared on seesaw.</p> <p>White Rose Maths</p> <p>English/grammar/word work</p> <p>Purple mash.</p> <p>Follow usual timetable wherever possible.</p> <p>Work posted on seesaw</p> <p>Current exercise books/work booklets (Inc. RWI) and stationery packs to be sent home to work in.</p>
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	<p>1:1 staff to contact child daily/weekly dependent on age ability.</p>	<p>Teaching Assistant to join in the taught sessions led by the teacher and then acknowledge and mark work, directed by teacher.</p> <p>Teaching Assistant will monitor engagement in online learning such as ORB and follow up on seesaw.</p> <p>1:1 staff to call/zoom child each week or more dependent on age and ability.</p>
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