

## **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 document.

If you have any questions or queries about our remote learning provision, please reference the documents on each individual schools website: Slade Primary School, Brookvale Primary School, Mere Green Primary School, Hill West Primary School, Two Gates Primary School, William McGregor Primary School, Coton Green Primary School, Scotch Orchard Primary School and Curdworth Primary School.

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

Pupils' first day or two at 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?**

When children are having to self-isolate, they will be sent links to the appropriate Oak Academy online lessons that match, as far as possible, the curriculum in school.

### **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 aim to teach the same knowledge-engaged curriculum remotely as we do in school wherever possible and appropriate.
- Our remote learning provision is coherent and carefully sequenced and mirrors the curriculum which would have been taught in school at this point in the year.
- We have needed to make some adaptations in some subjects, for example P.E. We would encourage families to take daily exercise in line with the Government restrictions as well as following the suggestions in our remote learning resources.

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

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

- All children (from Reception to Year 6) have access to daily high-quality teaching, either pre-recorded by their class teacher or live teaching.
- All children will have access to share in assemblies, discussions to explore feelings, self-esteem and developing levels of motivation.
- All children will have access to guided independent tasks as appropriate.
- Other recorded teaching (for example: Oak National Academy, BBC Bitesize) will set by the teacher to support children's learning.
- Reading is 'set' as part of weekly home learning with all children across school expected to read as part of their learning at home.
- Children in Nursery, Reception and Year 1 will have a high quality phonics lessons each day, this will be either live or pre-recorded by a teacher.

Children are signposted to access videos from the phonics scheme followed in each school. All reading activities will be based on individual reading proficiency.

## **Remote teaching and study time each day**

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

The Department for Education recommends that schools set work that is of equivalent length to the core teaching pupils would receive in school. This includes both remote teaching and independent work.

In Reception, Year 1 and Year 2, this is equivalent to 3 hours a day, on average, across the school cohort. This means that children in Year 2 may expect work set by the school to take more time than children in reception.

In Year 3, 4, 5 and 6, this is equivalent to 4 hours a day.

In addition to engaging with remote teaching and independent tasks each day, it's important to encourage your child to engage in social interaction and age appropriate activities as well as regular exercise.

## Accessing remote education

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

- Please refer to the websites and policies of each individual school for instructions of how students can access their remote education.

### 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. Ensuring that all students are able to access the work set is a priority for all schools.
- Pupils' online access is continually tracked, monitored and reviewed.
- An individual support package will be put in place for students who are unable to access work remotely, which may include providing printed materials for pupils.
- Pupils who are finding it difficult to engage in remote learning may be encouraged to attend school in person.

See specific schools remote learning policy for details of:

- how schools will issue or lend laptops or tablets to pupils, and where parents or carers can find more information.
- how schools will issue or lend devices that enable an internet, and where parents or carers can find more information.
- how pupils can access any printed materials needed if they do not have online access.
- how pupils can submit work to their teachers if they do not have online access.

## **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?**

- Teachers will make regular contact with all children/parents in their classes to keep in touch and to ensure children are accessing learning.
- All children are expected to engage with the home learning set by school and this will be monitored daily.
- We encourage and promote parents and carers to establish a daily routine with regular sleep patterns, regular breaks, opportunities for age appropriate activities and exercise and to encourage pupils to engage in a daily act of kindness.
- Where engagement with remote learning is problematic, a familiar adult will make contact with parents/carers and the child to discuss additional support that might be needed.
- If you or your child are struggling to engage with the home learning, please contact your child's school office by email or by telephone and a member of staff will be in touch.

### **How will you assess my child's work and progress?**

All ATLP schools know that assessment is an integral part of the teaching and learning process. Assessment is the means by which we monitor the progress of pupils and evaluate the effectiveness of the quality of learning and teaching. It involves making judgements about a pupil's level of knowledge, understanding and attainment in processes, skills, knowledge and understanding in relation to the Early Learning Goals or the National Curriculum Programmes of Study and then deciding on the most effective teaching strategies to adopt, to formulate the next steps.

During this period of remote learning, our schools will use a variety of methods to assess progress:

- Your child's teacher will use a variety of approaches to check for understanding and assess progress through a combination of the following:
- Lessons will be designed to have formative and summative opportunities built in to them, enabling pupils to receive timely and frequent feedback on how to make progress.
- In live lessons, teachers will ask structured questions to assess understanding and will be able to offer immediate feedback.
- Children may complete online quizzes to retrieve prior learning or to explain their understanding of new content. This approach provides immediate feedback for the child and the teacher.
- Children may be asked to submit completed activities and tasks through the online platform.
- Children may be encouraged to show and discuss their work they have completed.
- Children may be asked to self-assess their work based on modelled answers.

See individual school's remote learning policies for further details.

## **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.

- Teaching staff pay due regard to the SEND needs of students when setting remote learning activities.
- SENCO's will deploy teaching assistants to contact families to ensure that learning needs are met within their remote learning.
- Teaching assistants are deployed to work with assigned students to deliver an ambitious curriculum appropriate to their level of need.
- Where possible, external agency work with vulnerable students will continue.

See individual school's remote learning policies for further details.

## **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 a class bubble needs to self-isolate, remote provision will be the same as described above, with some children receiving well-being phone calls from school.
- If an individual child needs to self-isolate, remote provision will be provided by quality recorded lessons, e.g. Oak Academy and BBC Bitesize.
- Parents/carers should contact the school so that additional support can be provided if children are unable to access the work set.