



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 during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

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?

Our children can access the usual online learning tools that form a regular part of their usual homework, as set out in the curriculum letters shared with parents at the start of each term.

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, in subjects such as English, Maths, Religion, History and Geography. However, we have needed to make some adaptations in some subjects. For example, PE will be different as will Science if a practical investigation had been planned to take place in the classroom.

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 3-4 hours a day, on average, across the various school year groups.

In addition to this the school provides an hour of live sessions daily in the form of: a thirty minute PE session, a fifteen minute assembly and two fifteen minute story sessions. A further two sessions occur each week: a twenty minute art session and a ten minute assembly for EYFS pupils.

Accessing remote education

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

The majority of children in our school will access their online remote learning using Google Classroom, which they are already familiar with from regular use in the classroom. Our youngest pupils will have learning tasks set through Tapestry, which parents in Nursery and Reception already have access to.

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. School chromebooks can be loaned to families upon request (subject to the completion of a loan agreement). Where families have no internet access, free SIM cards with preloaded data allowances are available from the school upon request. Families can also request paper based workbooks as an alternative solution, although these tasks are unlikely to be fully aligned with the work being set for the majority of the children through the online access.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely. Parents will have had experience, beginning in March 2020 at the very first point of lockdown, of the quality and range of remote learning that the school provides. From September 2020, the content on Google Classroom mirrors that which the children in school are accessing with their teacher. This means that upon children's return to school there is little catch up required. This range is too wide to detail here, but some examples of what has been provided by the school in the past, are probably the most helpful indicators of what provision might look like if needed again during 2021:

- Daily practise of Times Tables and consolidation of mathematical skills through TT Rockstars, Numbots and Sumdog
- Daily practise of reading comprehension and vocabulary skills through Reading plus (KS2)
- Daily practise of spellings through SpellBlast
- Extended writing linked to class novels and texts with opportunities to plan, edit and redraft (All years). *For example in Year 2 a teacher recorded themselves reading Charlie and the Chocolate factory and then set tasks around this.*
- Maths tasks inline with the Maths Mastery curriculum and supported with rich tasks. *For example Year 5 provided 3 maths challenges with extra support from links to the 'Oak National Academy'*
- Religion tasks linked to the school curriculum. *For example Year 6 children were asked to complete reflections on scripture using the same spiral texts used in class.*
- Foundation subjects (Geography, History, Art etc) following the school's curriculum. *For example Year 1 children were asked to research the habitats of animals using websites curated by their teachers.*
- Daily live sessions led and moderated by members of school staff.

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's ethos is informed by the belief that it is "our" child. In that spirit, parents will want to monitor, support and celebrate our child's learning whilst away from the classroom.

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

Pupils will submit their learning through Google Classroom, or in the case of our youngest pupils, their parents will upload their learning to Tapestry. The school will seek to contact families by telephone on a weekly basis to check in with families to understand the successes and challenges that might be being faced with respect to the set remote learning. Pupil's usage of Google Classroom and our supporting educational apps are monitored by school staff in order to provide support where necessary.

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:

- Comments on Google classroom's 'Stream'
- Answering support questions from pupils posed through Google Classroom
- Automatically marking Google form submissions giving pupils immediate feedback
- Posting answers to closed tasks such as reading comprehensions and maths tasks
- Peer feedback and support through Google Classroom
- Staff comments through Tapestry
- Certificates and awards generated from the school's education apps (Reading Plus, TT Rockstars & Sumdog)

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 on a case-by-case basis. In the first instance families should raise practical concerns with their child's class teacher. If concerns surrounding these difficulties continue families should contact the school's SENCO to seek further advice and support.

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?

The vast majority of the remote education provided will remain consistent with the work being set through Google Classroom.

Further Information

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res>

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), 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

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)
- 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
- long-term project work and/or internet research activities (as per the [HYPERLINK](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools) "<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>" \l "res" \n [topschoools 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?

In this section, please set out briefly:

- expectations for pupils' engagement with remote education
- expectations of parental support, for example, setting routines to support your child's education
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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:

- how, and how often, you will check pupils' engagement with remote education
- what action you take where engagement is a concern, including how you will inform parents and carers
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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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work
- how often pupils will receive feedback on their work

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:

In this section, please set out briefly:

- how you work with families to deliver remote education for pupils with SEND
- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to 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.