

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.

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?

- If the school has been instructed to close, or partially close, Remote Education led by teacher will begin immediately/following day depending on the time of the closure.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- Teachers will mirror the school's well-sequenced curriculum expectations, ensuring knowledge and skills are built incrementally, so as to make good progress.
- Evidence Me (EYFS) J2E (KS1) and Google Classroom (KS2)- our digital platforms, are used consistently across the Key Stages in order to allow interaction, assessment and feedback.
- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have may need to make some adaptations in some subjects. For example, PE.
- For the younger children in KS1 and Reception, a variety of digital and practical activities/learning opportunities are provided. We do not expect that these children will receive purely digital activities.
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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:

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| EYFS | 3 hours a day |
| Key Stage 1 | Minimum of 3 hours a day |
| Key Stage 2 | Minimum of 4 hours a day |

Accessing remote education

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

EYFS: Evidence Me and Google Meets

KS1: Google Suite

KS2 Google Suite

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 will distribute as many Chrome Books as we are able where requested. Parent/Carer will need to complete a Chrome Book lending prior to collection.
- Where requested we will also issue or lend devices that enable an internet connection (for example, routers or dongles).
- Parents/Carers can collect any printed materials needed if they do not have online access from the front entrance to the school. (Telephone the School Office to arrange – 020 8642 5463).
- Parents/Carers can return work to their teachers if they do not have online access by delivering it back to the front entrance to the school. (Telephone the School Office to arrange – 020 8642 5463).

How will my child be taught remotely?

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

- Teachers will mirror the school's well-sequenced curriculum and continue to be aligned with other classes in the year group bubble.
- Live teaching through Google Meet sessions twice weekly, provide opportunities for interactivity including questioning, eliciting and reflective discussion.
- Recorded teaching including video/audio recordings made by year team of teachers, as well as video lessons from approved high quality providers such as: White Rose, Jane Considine, Oak National Academy lessons, BBC Bitesize etc; teaching slides with voiceover explanations videos; tasks and activities to be completed independently by children.
- Printed paper packs produced by teachers (e.g. worksheets)
- Providing where possible or recommending textbooks and reading books to enable pupils' learning

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 aim to upload activities daily by 8am to facilitate children's and parents' timetables.
- Pupil are expected to complete learning set daily as much as possible
- It would be helpful for parent/carers to set routines to support your child's education
- Mental health and Wellbeing work has been set to support families in building routines

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

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- Teachers will respond to how remote learning daily wherever possible.
- Feedback: the aim is for all pieces of directed work uploaded to be acknowledged by the teacher, with feedback in the form of written/voiceover comments where appropriate. However, this may not be possible at all times given that teachers may be teaching both face-to-face and remotely on the same day.
- Teachers will check pupils' engagement with remote education both online and as part of the twice weekly Google Meets offered to each class.
- Teachers will telephone those families where children did not join the Google Meet sessions.
- Communication with parents continues via the direct Class emails.
- Where engagement is a concern, a member of the year group teaching team will make contact with the parent/carer. If this does not resolve the situation the Phase Leader will then make contact.
- The school has robust safeguarding and e-safety protocols in place to deliver remote education safely.
- The Deputy Head teacher has overarching responsibility for the quality and delivery of remote education, supported by the Phase Leaders in the monitoring of education set.

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:

Feedback and assessment are still as important as in the classroom. We will aim to gauge how well pupils are progressing through the curriculum, using questions, feedback, chatroom discussions and other suitable tasks. We will set a clear expectation on how regularly teachers will check work and adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

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:

- Class teachers set work for all pupils in their class and will differentiate the work accordingly to meet the needs of particular children, as is usual practice and part of our Quality First Teaching provision.
- Pupils submit their work via Google classroom and teachers monitor and mark this work with feedback. This informs future planning for individual pupil's needs.
- Parents have the facility to email the teacher directly to gain additional help and advice.
- If pupils require further support, the class teacher will phone parents to have a more detailed and specific conversation to help parents to support their child effectively.
- If further advice the parent can contact the SENDCo.
- All children with an EHCP are in school and supported by their LSA.

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 pupil is self-isolating, during partial school closure they can access the learning set as outlined above.
- When the school is operating fully, teachers will set learning remotely via Evidence Me or Google Suite as appropriate. The class teacher will provide targeted Remote Education resources.
- If a class/bubble is required to self-isolate the school actions are as follows:
 - Initial actions taken by the school in line with risk assessment (eg contact DfE, send bubble home if advised;
 - Contact LA and SDBE to advise of situation
 - Remote Education led by teacher begins immediately/following day (depending on when they started self-isolating)
- When whole-class bubbles are using Remote Education, the teacher will upload a welcome video each morning talking through the day along with expectations. They may choose to also include extra videos or voiceovers as part of particular lessons to explain areas of learning that require further teaching points.
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