

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 where national or local restrictions require entire cohorts (or bubbles/pods) 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?

There is always a "first day of isolation" assignment in your child's Google Classroom classwork page, with ideas of independent activities which your child can carry out at home.

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?

If a whole pod is closed or if we are in a lockdown situation, we will 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, history/geography/art etc will be condensed into a more open ended topic grid. Daily English and maths will continue in line with our curriculum, as well as weekly science lessons. RE and music will be set on alternate weeks. Teachers will also carry out two half-hour video lessons each week (one with an English focus and one with a maths focus), as well as one whole class video lesson and a drop in video lesson at the start of the week. Some children will also be offered video interventions. Children in school will also follow the same lessons. Teachers will be available to offer support via Google Hangouts during the school day and pre-recorded lesson openers will further support learning

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:

Key Stage 1	3
Key Stage 2	4

Accessing remote education

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

We use Google Classroom as our system for setting work, and Google Meet for video lessons. Teachers offer further support via Google Hangouts. All children have their own personal Gsuite log in, to enable them to access this software, as well as Slides/Docs etc. This can be accessed via computer (laptop/desktop), mobile devices (including phones) and games consoles.

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 always do our best to make sure that all children can access their schoolwork during self-isolation/pod closure or lockdown.

We have some Chromebooks and laptops, available for families to borrow. Please contact the school office to arrange this.

If you don't have internet access, we have free 4G SIM cards for Vodafone, which do work in Appleton and the surrounding villages. Please contact the office to access one of these. We can arrange router dongles and wifi routers through the government scheme, if required.

If you do not have online access, we will be able to provide paper copies of work in packs. Please contact your class teacher or the office to ask about this.

How will my child be taught remotely?

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

- live teaching (online lessons). All children receive three online lessons per week with their class teacher. Two lessons are small group and one is whole class. In addition to this there is a drop-in for all children at the start of the week.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- some long-term project work and/or internet research activities
- help and support from teachers via Google Hangouts
- Pastoral check ins and interventions for some children.

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 appreciate that juggling working from home with trying to help children with their school work is difficult, especially with multiple children. We ask:

- that you prioritise the video lessons, and make sure that your children attend these (including any interventions or check ins)
- that you keep in touch with us and keep us informed if you or your child/ren are struggling so that we can help, or if there are any changes in circumstances
- that you try and help your child to complete their English and maths tasks each day first, before moving on to other subjects
- that you let us know how your child has got on when you submit a piece of work (either by adding a photograph/video or by leaving a private comment)

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

We track whether children are engaging in their online learning daily. Teachers track whether children have attended video lessons and submitted work daily, and we will contact you if your child is not handing in work or attending their video lessons. If engagement doesn't improve, then a member of the senior leadership team will contact you to talk about what's happening.

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:

Teachers will look at and acknowledge all work that is submitted via Google Classroom assignments.

Teachers might leave a written or voice recorded comment, or give whole class feedback, depending on the task and the age of the child.

For Foundation stage and year 1, teachers will leave comments on English and maths as appropriate, with end of unit marking for topic and music, including whole class feedback where appropriate.

For years 2-6, each child will receive detailed feedback about at least one piece of maths/English work per week, alongside whole class comments or a short comment against each piece. Other work (such as science/topic/RE/music) will be acknowledged during the unit and feedback will be given at the end.

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 will work with you in order to produce work which meets your child's needs. This might include:

- Opportunities to tailor the curriculum to meet your child's needs. This might involve a reduction in tasks or different tasks, depending on their needs and taking into account their pupil profile and/or EHCP.
- Offering time in school, to support the child.
- Regular video interventions to focus on specific skills, such as speech or academic work.
- For foundation stage and year 1 pupils, we focus on practical lessons which work well with this age group, in order to reduce screen time and also burdens on parents.

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 your child is self-isolating while the rest of their cohort is in school, after the initial day, each day the child's teacher will upload some assignments to Google Classroom for them which will mirror, as closely as possible, the learning taking place in class and our usual curriculum. This could include phonics, English, maths and other subjects. Teachers will not be available for support but will contact your child regularly, including for video calls with the class (if appropriate).