

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) 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?

Following Boris Johnson's announcement on Monday 3rd January 2021, at 8pm, school remained closed on Tuesday with parents guided to the website to view Parent Overviews and Power Projects (homework) that will be relevant for the term ahead.

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 English in that it does not follow the topic theme. This is mainly due to lack of resources that would be able to be accessed by parents and the quality of other resources based on other texts that would be much easier for parents to access. Eg Talk4Writing texts that cater for grammar activities as well as provide a scaffold to writing.

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 and EYFS	3 hours
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Key Stage 2	4 hours
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Accessing remote education

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

Each Friday emails will be sent to all families for the following week. This will include PDF instructions and any worksheets or work books that will be needed.

During the week, video links will be uploaded to Class dojo, class stories. In EYFS and KS1, phonics videos will be posted the day before. In KS2 maths videos are sent to start new topics and support midweek. Videos are recording meetings on zoom, uploaded to YouTube and shared with an unlisted link.

Zoom meetings will be organised weekly for year groups to reflect on some learning. Occasionally some children will be invited on additional zoom meets at the start of the week, organised with the class teacher and through discussions with parents.

On Friday 28th January, staff training for Google Classroom is planned and following further investigation will be used for remote learning.

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:

- *In at least two letters to parents in January, parents have been asked to contact the school if an additional device would assist with remote learning. Currently, one tablet from Wiltshire County has been distributed and six old school notebooks have gone to 3 families. Four further devices have been given to school from Wiltshire County but awaiting set up for home use. Further donations are also being spent to provide additional support for some families.*
- *Through letters emailed to parents, any assistance to help access home learning is asked. Currently four families have their work printed at school and delivered to families on the weekend before. One family has had some resources for phonics laminated to assist with phonics delivery.*
- *Children in EYFS and KS1 have been given slots to collect a reading book bundle and extra work sheets, midway through Term 3. Especially for those who cannot access app like Epic which provide books online.*

How will my child be taught remotely?

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

- Generally, once a week there will be 40 minutes of a live zoom meeting. Children in Thatchers, Weavers and Foresters (Y1-6) will be asked to bring a piece of the work to the meeting. Children in Potters (EYFS and Y1) will meet and share different activities with their class eg drawing, guess the word, scavenger hunt.
- Approximately, three times a week the children will have access to a new recording of a phonics or maths lesson. These are linked to the learning for that week. Parents are also signposted to the Oak Academy to support maths particularly.
- Each week printed paper packs are shared by email with parents. These have both maths and English learning for the week. Talk4Writing and CanDo maths, deliberate practise.
- PE – Real PE@Home logins have been sent home in term 1. This will encourage 60 minutes of exercise daily. Each week, Mrs Cook will focus the families to one particular activity to try for the week.
- Charanga Yumu @Home usernames and passwords have also been shared by email during Week 3 of home learning.
- Weekly Dance Lady zoom links are 'wetransferred' to parents following a live lesson by The Dance Lady to those in school. Or a live Dance session zoom link will be shared with parents.
- The School website – class pages – have Overviews and Power Projects for the term as usual.
- Weekly Worship will be shared with children every Friday.

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?

- Work is sent home in a consistent way, at consistent times each week, but parents have a flexible approach to how and when they share with their children to suit their family routine. There is a suggested timetable to help if required.
- Zoom links for the end of the week are shared with parents at the start of the week and detail the work that will be reviewed at the end of the week.
- Each week children/parents are asked to submit a key piece of work or sometimes two In Year 5/6. This will be the focus for feedback that will be given to children/parents.

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:

- *Staff record work received and communication with parents through dojo points.*
- *Feedback work is recorded.*
- *Notes are kept about conversations with parents or children throughout the week. Staff PDMs discuss child who have not engaged together. Eg siblings with any parent communication with other teachers.*

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 to certain pieces of work help assessment.*
- *Live meetings encourage some quick fire questions eg spellings, times tables and the meeting may be recording to help with assessment following the meeting so that it can continue at pace.*
- *Oak Academy have quizzes that help with assessment.*
- *Google classroom, may support better feedback and assessment opportunities.*

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:

- *Our SEN children received a phone call or an email in the first week of lockdown from the SENCo so that they know they can be the first port of call for help. The children with EHCP know that a place in school is available if required.*
- *Where provision was made for Term 3 for our EHCP children with music therapy, this has offered remotely in Term 3 to those children.*
- *Class teachers share alternative work for some children in their class and offer additional support through zoom meetings or phone calls if necessary.*

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?

Previous to the January lockdown, where children have been self-isolating, the parents have been signposted to their Power Projects (homework) and to The Oak Academy schedule for Maths and English. Afternoon, foundation subjects are either also Oak Academy or shared with parents. Real PE@Home logins have been shared with parents in term 1.

With the introduction of Google classroom, children who may self-isolate once return to school is possible for the majority, access to work should be available more easily.