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.

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?

All children have immediate access to work set on Google Classroom. Where children have been identified as struggling to work in this format, physical work packs are sent 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?

- We 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, (please give examples of the kinds of changes you make to the planned curriculum when teaching remotely)

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:

Buttercup (EYFS/KS1/2) 2-3 hours	IEP work sent home to complete daily - 1hr English and Maths interactive tasks - 1hr British values - 30 minutes Additional stories/videos (live or recorded) throughout the week

Bluebell (Y3/4) Approx 3 hours, 20 mins per day	English (Live and/or Google Classroom) - 1hr Maths lesson and resources – 1hr Foundation subject (e.g. Science, Art, Geography etc) - 1hr IEP time - 20mins
Sunflower (Y5/6) 3+ hours per day	Reading and English - 1hr Maths - 1hr Foundation subject -1hr IEP time
Key Stage 3 (Y7/8/9) Approx 4 hours per day	Nurture time: Song and poem = 30 minutes. English -1hr Maths – 1hr Me in the World, PE, Science etc – 1hr Optional PE task = 1 hour *IEP work pack = 20 minutes*
Key Stage 4 (Y10/11) Approx 4 hours per day	3 x learning tasks – 3hrs Additional daily tasks, e.g. starter activities, communication or nurture activities Weekly tasks to support IEP targets 1 x live curriculum lesson 1 x social interaction/PSHE session
Bramble (Y7-11/sensory) (Approx 3-4 hours per day)	3 x lessons via PowerPoint, activities, videos, practical activities, computer activities, Oak Academy. Some of these are to be completed purely online and others have practical activities assigned to them that the pupils need to go away and upload work or photo as evidence Additional videos uploaded for animal club, dance Twice weekly Google Meet social interaction session for the pupils IEP work which is provided through GC and with the work packs/resources sent home

Accessing remote education

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

Google Classroom

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:

Through regular weekly safe and well calls, we have identified those who:

- require access to a device – Chromebooks have been loaned out

- prefer to, or are only able, to work using physical resources, work packs etc – these are provided where necessary

- may struggle with on-line learning – a member of staff has been tasked to support with anything linked to Google Classroom/Google Suite - for staff, parents and students. This may be to support with pupil log-ins, submitting work, accessing live sessions through Google Meet etc.

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:

- daily/weekly timetabled sessions (with some flexibility)

- live teaching (online lessons via Google Meet)

- recorded lessons/stories/videos/audio by teachers – to enable families to have greater flexibility over home learning schedule

- recorded teaching, e.g. Oak National Academy lessons

- 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

- IEP work provided through Google Classroom and through work packs / resources sent home.

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?

There is an expectation for that some pupils will engage with remote education as set out in the remote teaching and study time section above and via each class/year group timetable. However, we recognise that this is not possible for all pupils, due to their SEN, or due to the amount of support that is required from parents that they are not necessarily be able to give due to work commitments or having to support other siblings' remote learning. Therefore, there is a shared understanding of individual circumstances and at a minimum, progress towards personalised targets as set out in each child's EHCP will be prioritised, e.g. linked to communication and independence.

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

Teachers will conduct **weekly** safe and well check calls. Part of this call will focus on:

- pupil engagement in the work, ascertaining any issues or concerns, e.g. access, level, motivation of child

- determining whether any further physical work is required (only for those who cannot access work remotely)

- ensuring parents know who they can receive access/technology support from

- providing opportunities to work with pupils individually to ensure greater engagement/understanding

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:

- written or audio feedback provided on individual work assignments via Google Classroom
- written feedback provided in response to work sent in via email
- joint discussion with parents, or where possible pupils, to discuss progress being made towards individual targets, as set out in EHCP – progress recorded in school

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:

- physical work packs provided as needed
- a recognition that working on personalised targets, e.g. communication and/or independence is important learning and IEP resources have been sent home to support with this
- greater flexibility in timetable/schedule, with sessions pre-recorded to enable access at a time that suits families
- lessons are visual and practical where possible, e.g. PowerPoints, videos, practical activities, computer activities (Oak Academy) etc.
- a reduction in the expected time pupils are required to access remote education dependent on their needs/ability to concentrate

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?

Where possible, the remote education offer will be the same as in school (following the same curriculum objectives) and will be available via Google Classroom or via physical work packs as needed. There may be a reduction in live sessions however due to the teacher's need to teach a larger group in school. Support for individuals via Google Meet may be provided if necessary.