

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.

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?

Class teachers will send activities for children to access via Seesaw on the first day of their self-isolation. If parents/carers are unable to access Seesaw then this shall be emailed. Printed home learning packs are provided for pupils who cannot access work via seesa or email. Further activities are available on the school website.

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 made some adaptations in some subjects where learning would have taken place in practical ways, using our curriculum specific resources which are unable to be used remotely.

Teachers will provide resources (and instructions for parents to support learning where required), that are equivalent to work that pupils would access during a typical school day, recognising that key times such as meal times, welcomes and greetings and independence skills all form part of our daily curriculum due to the needs of our pupils. Many classes will focus on communication and independence throughout the school day, with adaptations in learning materials due to the sensory needs of pupils.

Timetables are in place to ensure curriculum coverage.

Due to the nature of our pupil needs, very few lessons occur in school where whole class teaching is used as a strategy. Therefore direct teaching time via online platforms is not considered an appropriate teaching option for our pupils due to distraction and concentration levels linked to their SEND needs.

Where appropriate and of value to pupils, teachers may record teaching and introductions to learning and send videos home to support in remote education.

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:

Primary school-aged pupils	Teachers will provide 3 hours home learning activities per day. These will cover our school curriculum areas including National Curriculum coverage, communication, independence skills, social and emotional skills and individualised activities linked to EHCP outcomes.
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Accessing remote education

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

Parents and carers will access their child's learning activities using the Seesaw app or email. The activities have been designed on an individual basis, taking into account their ability to use technology. Information about free data can be found on the Government website.

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:

Class teachers will provide paper copies of home learning activities if the parent does not have access at home. In this circumstance, we will ask parents or carers to collect the work from the main reception. If this is not possible, school will arrange for the learning to be dropped off at home, following all social distancing rules.

Devices have been ordered from the DfE to support families with no access to remote education.

How will my child be taught remotely?

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

- printed paper packs produced by teachers (e.g. workbooks, worksheets, activities, communication resources, fine motor activities, timetables, behaviour and emotional support)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- sensory plans and activities
- pre-recorded curriculum focused sessions
- Live sessions for well-being and assembly activities (as appropriate to pupil groups)
- Support with coverage of HI/VI/SALT targets

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 ask that parents and carers work alongside pupils during their home learning and provide class teachers with feedback to their learning.

Where printed activity packs are provided, we request the return of all completed work.

Engagement will not always result in written evidence due to the individual learning needs of pupils, and feedback from parents/carers will be requested in these cases

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

Regular communication between school staff and parents via the seesaw app and telephone calls. Concerns will be discussed via telephone call on an individual basis.

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:

We ask our parents and carers to send in updates of their progress at home via Seesaw (e.g. comments of their work, photographs and videos of their child learning.) If learning is paper based, we ask parents and carers to take photographs of this or to send their learning into school.

Class teachers will give feedback or discuss learning with parents on a weekly basis, including giving guidance and support.

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:

All of the systems in place consider the needs of our pupils requiring additional support.

We have an individualised approach, taking into account the needs and abilities of pupils. All pupils have been offered a place in school.

The pupil mentor is available to support all families.

Strategies used within school such as communication aids, behaviour support, ASC specific support are shared with parents/carers.

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?

Class teachers will provide home learning for pupils on an individual basis. This will take into account their educational needs, home needs and wellbeing. Remote education for these pupils will remain in line with the strategies described above.