

## **Remote Education Provision – Information for parents**

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and **will include both**

- **recorded or live direct teaching time, and**
- **time for pupils to complete tasks and assignments independently.**

The amount of remote education provided should be, as a minimum:

**Key Stage 1: 3 hours a day on average across the cohort, with less for younger children**

- We teach the same curriculum remotely, and in the same sequence as we do in school.

### **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:

Number of hours	
EYFS – Nursery including Little Grangers and reception	2 hours minimum
Key Stage 1 – Years 1 and 2	3 hours minimum

## Accessing remote education

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

Our online remote learning is primarily delivered through recorded sessions on Tapestry & Dojo. However, these live sessions are also balanced with asynchronous (non-live) learning using Purple Mash and apps such as Sway. We also use Bug Club/Big Cat/Abacus/Oak Academy/Ten Town and RWI inc.

### 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:

The academy works with all pupils to ensure there are no barriers preventing them from accessing remote learning. This includes;

- Providing appropriate and safe devices for pupils to access the remote learning offer.
- Providing data and internet access where needed in order for pupils to sustainably access the remote learning offer.
- Providing home packs which include any stationary and reading books, so that all can access and continue to learn through remote learning. These resources are aligned to and mirror, the digital remote learning programme in such a way so that no pupil is disadvantaged or will experience gaps in their learning.

### How will my child be taught remotely?

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

Our remote learning offer; supports teachers in delivering effective remote learning sessions; supports parents during times of school closure or isolation; ensures children are safe and have access to remote learning when needed; supports learning for all children during remote learning.

Pupils will receive;

- the appropriate number of recorded remote learning sessions in line with age, stage and learning need
- the appropriate length of recorded session being in line with age, stage and learning need
- an effective and informed balance of recorded and active learning sessions that support learning and engagement
- sessions specifically designed for remote learning rather than simply duplicating classroom practice
- sessions that support appropriate engagement and interaction
- access to devices, the internet, with enough internet data to access remote learning (where applicable)
- quality feedback
- differentiated remote learning in line with their learning needs
- Appropriate reading books provided to support pupils continued development
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- We ensure there is a broad curriculum offer for both remote and active 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?

Working together is vital in order to deliver an effective remote learning offer. We expect parents and carers to support;

- Pupil's attendance and access of the remote learning. This should be to the same levels of engagement as when they are accessing learning in the school building.
- Pupil's being ready to interact and learn through timetabled remote learning sessions.
- Pupil's completion of tasks and the submission of these to the teacher. This will allow assessment and feedback to support further learning.
- Pupils with an area at home to work, that is as quiet as possible, removing distractions for the remote learning to take place.
- Sessions not being disrupted, including anyone else in the household contributing to the session.
- Sessions not being videoed or photographed.
- All stakeholders by raising any issues or concerns with the academy.
- Pupil behaviour, so that it is line with academy expectations while accessing remote learning.

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

Attendance of remote learning will be taken at appropriate intervals during the week. At times of absence due to any technological issues or barriers;

- The academy will be in touch that day to discuss and support addressing these barriers ahead of the follow day's sessions.

Where there has been absence not due to technological barriers;

- The academy will make a phone call to the home. These checks and calls will be performed daily in order to check welfare of pupils and support pupils' engagement in learning in line with expectations.

At all stages we will work together with parents, carers and pupils to support their engagement and attendance. We will offer support and advice to parents and carers whenever it is required.

## 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:

Pupils receive feedback in several different ways. These are balanced and appropriate to support teacher, pupils and purpose. These include;

- General marking of work submitted/ uploaded
- Verbal feedback, sent through a recorded message attached to the pupil's work (deep feedback)
- Video uploaded to Purple Mash / Class Dojo which identifies misconception with teacher modelling how to address this misconception (deep feedback)

Feedback is a vital part of engaging and supporting learning and wellbeing during remote learning. Deeper forms of feedback, such as verbal feedback and a modelling video are generally received by pupils weekly.

## **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:

At all stages, learning is personalised to meet the needs of individuals.

Technology and platforms ensure that differentiation and bespoke support is not limited or hindered.

Support will be provided to ensure, where possible, all can utilise the technology to support their learning.

Where technology itself might prove a barrier for specific learning needs, appropriate and effective alternative will be provided.

Whilst the academy draws on the trust capacity and expertise, the academy will also liaise with wider professionals, such as vision and hearing team etc.

- We will work with families to deliver remote education for pupils with SEND
- ensure that all pupils, including those with SEND, will have equality of access to the full curriculum offer through remote learning
- will respond to those parents / carers who are not able to overcome the barriers to learning for their child/children as successfully as others.
- Staff will contact parents/carers through Class DoJo, Tapestry or telephone call to liaise and support home learning.

At present we have an uptake of 80% + EYFS, 90%+ KS1