

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?

Pupils and students will be sent home with their ACE workbooks to complete under the supervision of their parent or carer. Timetable, goal card, score keys or copies and other necessary resources will also be sent home or pupils can log into TEAMS to access any shared score keys. Pupils and students will be able to log in to TEAMS for daily assembly/ Bible Study or P.S.H.E (Fridays) at 0825 every morning and daily subjects will be confirmed as per the school timetable.

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 and follow the same timetable as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in Art and more practical based subjects, where children may not have the resources needed at home, we will adapt as required.

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:

EYFS	Please refer to timetable – generally from 0825 to 1045 and then for an hour in the afternoon.
Key Stage 1	Please refer to timetable – generally from 0825 to 1545 with fruit breaks and lunch breaks accordingly.
Key Stage 2	Please refer to timetable – generally from 0825 to 1545 with fruit breaks and lunch breaks accordingly.
Key Stage 3 and 4	Please refer to timetable – generally from 0825 to 1545, some days finish at 1600, with fruit breaks and lunch breaks accordingly.

Accessing remote education

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

Each learner has a designated email address and password that parents of EYFS and primary pupils use to log in to our TEAMS account on Microsoft for Education 365. Secondary students log in themselves. As per the timetable choose the correct teacher/tutors TEAM for the subject.

For French and Music – Online accounts and passwords are given to parents to access the websites directly.

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:

Parents should contact the school and discuss their needs. We can lend a limited number of laptops to pupils who don't have this at home. We can lend a limited number of keyboards to parents who do not have this at home, so learners can continue piano lessons.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- ACE workbooks or other workbooks (made up by staff), worksheets
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (BBC bitesize, Duolingo)
- long-term project work and/or internet research activities (as per the schools full opening guidance)

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 encourage parents/ carers to follow and support our school timetable for remote education as much as possible, so learners progress can continue.
- We train and support parents to support their children's learning in their ACE workbooks and any live lessons. We arrange feedback time with parents weekly and request work to be brought to or collected from school as and when necessary.

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

EYFS and primary parents log in to remote education for their children on a daily basis and secondary learners do this for themselves. EYFS and primary parents agree to supervise their children's independent learning and have been trained on elements of the curriculum that track a pupil's progress and feed this back to school. Secondary parents also agree to check certain aspects of their child's work and feedback to the school. Depending on the subject, this can be daily or weekly.

The school engages directly with parents or carers at some point throughout each day and parents can contact the school to share any concerns or ask questions. If the school has any concerns, parents are contacted directly as and when necessary.

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:

Workbook check-ups and self-tests scores are shared with teachers by parents and pupils/students, and progress is evaluated. Next steps are then advised. Unit tests are also scored by parents and tracking records (SPCs) updated. Teachers/tutors request updates whilst learners work through workbooks and upon completion. Teachers/ Tutors mark and assess work upon drop off by parents and extensive feedback is provided on improvements and further learning. The pupil/student is also made aware. Pupils/students show work from live lessons to teachers/tutors and receive instantaneous feedback.

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 ask that all primary pupils receive support from parents or carers to access remote education. We do not yet have any secondary students with SEND support plans. We do not yet have any children with EHC plans, although this process is beginning, however we have provision for children with SEND support plans and work closely with families in this group. This is arranged in a personal way with each family and frequently reviewed so we can learn what is working and make necessary adjustments where required. Feedback between family and school is open.

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?

All self-isolating pupils will be able to join school assemblies, Bible study and P.S.H.E lessons via TEAMS as per the timetable.

EYFS learners will have a teacher-led TEAMS class to complete focused activities as per the timetable.

Primary learners will join one core subject lesson on TEAMS and one or two (depending on the day's timetable) expanded subject lessons on TEAMS as per timetable. Workbooks and other resources will be supplied for pupils to learn independently throughout the rest of the day.

Secondary learners will also have the same provision as primary, however, they are able to request teacher/tutor support throughout the day as and when needed.