

Key Stage 2

Updated- 2.2.21- amendments included in red

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?

An online briefing will be provided for parents and carers to set out expectations. Exercise books and materials will be made available for collection to support remote learning. Pupils have been receiving homework online (and have had training in utilising the main resources for remote learning) in preparation for a lock down. Communication will also continue as normal through class e-mails along with access to e-schools and SIMS.

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.

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	Approximately 4 hours.
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Accessing remote education

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

Pupils have their own individual Google Accounts and Google Class E-mail. Using this, they can access their class work set on Google Classroom. Resources from websites will be used and links will be provided, including (but not limited to): Oak Academy, White Rose Hub and Read Theory. Parents and pupils can contact their class teacher via a class e-mail should any issues arise. **Live sessions will also be provided in order to raise engagement and provide further opportunities for feedback and socialising.**

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:

Staff have compiled a list of all of the children in their class who either do not have a device or do not have internet which would enable them to access online learning. In the interim staff will provide printed copies of work that will reflect the work done in online learning. These will be available for collection from the office at the start of the week, and can be returned at the end of the week. For families shielding, work will be posted. We will work with the DfE scheme to provide remote access to children at home as soon as we can. **ChromeBooks have been allocated to families who need them following the use of the DfE scheme.**

How will my child be taught remotely?

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

Oak National Academy lessons are used for the majority of English and foundation subject lessons. For mathematics, videos provided from the White Rose Hub are used to provide teacher input. Children complete activities or worksheets based on these lessons in a specially provided exercise book. Reading is supported through the use of self-marking and self-differentiating quizzes in Read Theory. A briefing at the start of the week and a weekly celebration assembly at the end will help to provide further communication throughout the week. The briefing will also serve to highlight any ongoing adjustments that are made in light of feedback.

To help pupils and parents with sequencing and ordering their learning, a weekly overview is provided. The overview document has been provided in response to parental feedback from our previous remote learning. This contains a suggested timetable outlining which subjects should be taught and when (however, we parents may choose to adjust this when appropriate). To assist in prioritising work each day, a 'must, should, could' is also provided.

Live sessions are also provided daily in order to increase pupil interaction, socialisation, and provide further engagement in online learning. These may vary according to the class' needs.

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?

In KS2, guidance is provided to help support parents understand and prioritise work in the form of a 'must, should, could'. A flexible timetable is also provided. We expect parents to set a regular routine to help support their child's education, and to contact the school in the first instance for any guidance or support that is required.

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

Staff will monitor pupil engagement through the use of Google Classroom, online assemblies, Read Theory, and phone calls. Pupils have the option of handing in exercise books at points designated by the teachers. This means that if engagement is a concern, pupils can be supported in their remote learning further. In these instances, parents will be contacted directly- via telephone or email- and staff will work to improve the engagement. If this could improve further, members of the SLT may provide further support.

We have reviewed our communication systems in response to parental feedback. **In the initial stages of lockdown, we will ring parents and carers at least fortnightly to check in and monitor any concerns. Following this period, the recommendation for staff is to contact families at least fortnightly, but this may vary according to the teachers discretion and identified needs.** Teachers are available via e-mail or phone calls to the office, and will respond to parents as soon as they can. Weekly briefings (provided live or through video) will provide further information.

We will use parent questionnaires at selected points to provide parents with the opportunity to provide feedback on areas they feel are working well or could be improved further. This will help us develop our remote learning practice, and to find ways to further ensure pupil engagement.

Live sessions are provided to help increase and monitor engagement, and to provide further opportunities for giving meaningful feedback.

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:

In KS2, Read Theory and Oak Academy provide quizzes marked automatically, thus providing instant feedback. In mathematics, pupils are provided answers alongside their worksheets in order to gain feedback on their success. The majority of lessons on these platforms provide feedback in this manner. Pupils will submit work online where appropriate, and staff will provide feedback on this through verbal or written comments. Whole class feedback will be given as appropriate. Regular communication also provides opportunity for further support on any areas that pupils find tricky.

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:

Children are provided with resources from a relevant curriculum (when needed). Vulnerable Pupils are given access to school, and regular communication with families of SEND means that remote education can be tailored further to individual needs if needed.

The Pastoral team have identify children they need to regularly check in with, so they can support them emotionally as well as see how they are coping with the work that is being set. The contact may be in the form of a phone call, an email or a card posted.

Additional online phonics sessions are provided for children who require this extra support at home.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

They will have the same offer.