

## **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?**

Remote education will be made available in case any children are suddenly required to self-isolate. The amount of work is in line with the DfE requirements of January 2021. The home-learning is organised by classes on the whole but may be tailored to an individual's need (eg if just one pupil is working remotely).

Full details of how to access the different learning platforms have been shared regularly with all parents and are available on request.

#### **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 aim to 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, (the lessons for subjects like PE and Music may differ from what is being taught in class.)

## **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:

Key Stage 1	In line with DfE guidance we provide 3 hours minimum learning per day. This includes both direct teaching time and time for children to complete tasks independently. For EYFS, this will follow a similar pattern, but with expectations managed appropriately.
Key Stage 2	In line with DfE guidance we provide 4 hours minimum per day. This includes both direct teaching time and time for children to complete tasks independently.

## **Accessing remote education**

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

In EYFS we use Tapestry and to share work and messages. We also use Google Classroom Meets for video learning as well as for calls to parents. Online resources, especially video, are identified for parents to use.

In Key Stage 1 we also use Class Dojo to share work and messages. Google Classroom Meets are used for video calls. The Purple Mash platform is also used to set tasks, along with Language Angels. White Rose Maths – both videos and learning resources are also widely used to teach in this subject.

At Key Stage 2 we make use of the Google Workplace for Education suite of tools. Children share work using Google Docs and Drive, and Google Classroom Meets are used for video calls. In addition, the Purple Mash platform is also used to set tasks, along with Language Angels. White Rose Maths – both videos and learning resources are also widely used to teach in

## **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:

All children will be given an internet enabled- device, usually a Chromebook if required.

Please contact the school office to arrange. [office@hethersettwoodside.norfolk.sch.uk](mailto:office@hethersettwoodside.norfolk.sch.uk)

A home-school user agreement will need to be signed.

## **How will my child be taught remotely?**

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

We use a range of approaches to teach pupils remotely:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- 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

## **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 would encourage parents to support their child's work by viewing the work set together and talking about how to tackle it. We recognise that home learning can be very challenging, and are happy to offer any additional support as required- including 1:1 video calls if useful. The live teaching and video call sessions are intended to support and encourage the children, and also provide an opportunity for them to see their peers.

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

We will regularly review how each child is engaging with learning, and contact parents or carers by telephone or email if necessary, to identify ways in which we can help.

### **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:

Submitted work is assessed using a range of strategies. These include individual or group feedback, either written, oral or via voice notes. Quizzes, scores and tests or games marked automatically by digital platforms may also be used.

## **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:

Individual bespoke arrangements are made to support children with additional needs. These include 1:1 or small group video calls, differentiated work, resource packs sent home and phone calls to parents to discuss next steps and strategies. Additionally, Google tools on a Chromebook enable pupils with needs to access their learning while Google Docs can support writers by using the Read Write extension. Please also contact the school SENDCO, Mr Carter, if you require additional support or would like a conversation about the provision for your child.

## **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?**

Learning may be different for children who are self-isolating. They will not be taught in a class environment and may not receive face to face learning via video calls. Work may be tailored to a more bespoke offering.