



## 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?

All children in year 1 to 6 have already been provided with 3 CGP work books. These will be needed if your child is remaining at home through isolation, a bubble closure or a whole school closure. From the first full day your child is at home, you will receive daily information about the work. This will include which pages of the work book to do, a physical activity, reading and another subject.

Children in EYFS will also receive daily instructions about the learning activities they will be expected to engage with. These will be posted via class dojo or ILD.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We 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, where lessons are dependent on specialist equipment an alternative learning activity will be supplied.



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 aged pupils	The guidance states that Primary School children should have an average of 3 hours a day across the cohorts. This means that all children will have at least 3 hours, the older children will have 4 hours, but for our younger children this will be more focused on practical and / or verbal activities.
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Accessing remote education

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

The main way your child will access home learning is via class dojo. The details for this have already been sent out. If there are any problems with this app, you can log onto the class dojo website ( <https://www.classdojo.com/>) or access the information on our own school website, (<https://www.greatcoatesprimary.co.uk/>)

We will use a variety of online resources, mainly Oak Academy, Youtube or BBC bitesize. The links will all be provided in the daily work.

The children also have logins for Educationcity, Times Tables Rock Stars and Grammarsaurus, all of which they can use anytime.

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:



In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- The Dfe have allocated some laptops to school, these are allocated on a priority of need by school. If you feel you need one and haven't received one, please contact school.
- Not all learning is ICT based, the children can use the work books provided.
- School can provide printed learning packs if technology is a barrier. Teachers will mark paper copies if returned to the school office and then deliver the marked work and new learning packs.
- We will, in some circumstances to loan school devices, however these will be loaned with contracts of care.
- The Dfe are also allowing people to apply broadband to homes where there isn't a broadband wall socket. School will be in touch regarding this.
- If you have any problems, please don't hesitate to contact school and we can work together to find solutions.

How will my child be taught remotely?

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

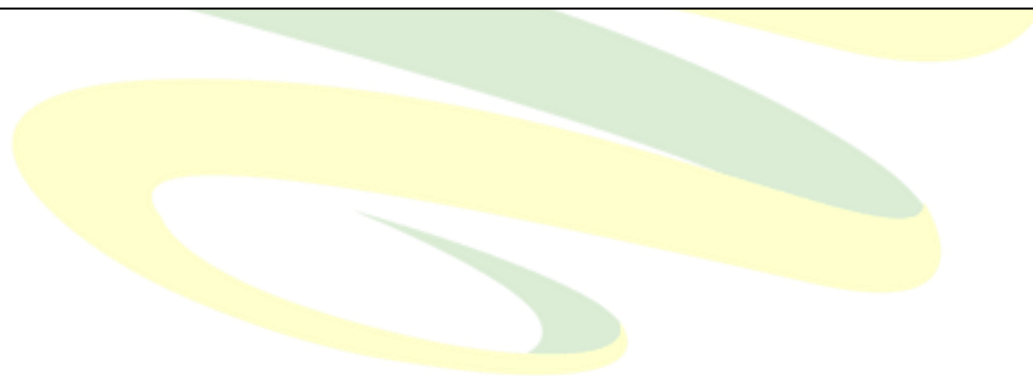


In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- Daily videos to introduce the learning from the teachers.
- 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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- Live daily zoom lessons. (These will be introduced towards the end of January)





## 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 this section, please set out briefly:

- All children who are at home are expected to engage with their home learning daily. This will be monitored.
- It is important that home learning is based on a routine, setting expectations so the children know what is expected of them. It will be easier to manage if it is following a routine each day.
- Parents will need to support and encourage their children. The younger children will need more support and direction to engage. Home learning isn't easy, it is a big commitment and we are happy to support in any way we can.

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:

- We will check levels of engagement at least weekly and in some cases daily.
- Class dojo can track who is engaged and who isn't. When we introduce live zoom lessons, towards the end of January, a register will be taken for each session.
- The class teacher will make contact with the families who aren't engaging or engagement is slipping.
- We still have the support of the Education Welfare Officer, who we will use if needed.
- If there are any barriers to engagement, please contact school and we will support however we can.

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 this section, please set out briefly:

- The messaging element of the class dojo means that you can ask your teacher a question whenever you need to and then they can help you.
- Children are encouraged to share their work with teachers, either by photograph, uploading or emailing it to them. Work will receive feedback.
- An element of the daily video will be whole class feedback to share successes and any bits that need extra support or clarification.
- When the live zoom lessons start, for the children who participate they will be engaging with the instant feedback of the lesson and will be able to ask questions during the lesson and offer answers.

#### 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:



In this section, please set out briefly:

- The children all have workbooks specific to their level.
- If a child needs specific resources to support them school will provide these, they will either be ready for collection with your child or will be delivered to you.
- Additional learning packs, if appropriate, will be provided.
- There will be regular contact from the class teacher and / or SENDCo to discuss progress and any difficulties. They will also be available if support is needed.
- If any additional support is needed please contact the teacher who will be happy to help.

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?

If your child is self-isolating due to a non-school related contact, school will still provide learning. However, this may differ from the offer above as the rest of the class will still be in school and the teacher teaching them.

Work will be provided in a learning pack. The teacher will still be available via class dojo to offer help and support; however, their response may not be as immediate as in a full bubble or school closure due to their class commitments.

At the end of the isolation the work will be collected in and feedback given. If feedback is required before then, it can be sent into school, emailed or photographed and put on dojo.

