

## 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 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 on the first day or two of pupils being sent home?

Rec/Y1	From day one, the children will be set lessons for all subjects mirroring what is being taught or was planned to be taught in school. Work packs for pupils without access to online learning are also ready from the first day and are either delivered by the AHT or collected from school.
Y2/3/4	Lessons are available via the website for Y2 and on Google Classroom for Y3 and Y4 from day one. Expectations are established and shared with parents. Work packs for pupils without access to online learning will be ready from the day one and will either be delivered or collected from school.
Y5/6	Immediate use of google classroom - provision will be immediately in place in the event of a full lockdown or bubble closure. Most children are familiar with the classroom so are ready to access learning this way. In the event of device issues or problems accessing online learning paper packs of work are provided.

### 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?

Rec/Y1	Home learning reflects the learning that is taking place in school. Teachers in school and at home are following the same planning to cover the same curriculum areas.
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Y2/3/4	We teach the same curriculum remotely as in school. Some subjects are adapted for remote learning, namely music, computing and PSHE.
Y5/6	Yes, remote learning mirrors the curriculum taught in school. Whether children are learning in school or remotely they follow the same lessons. Some adaptations are needed but the content is the same.

## 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:

Rec/Y1	<p><u>Reception</u> Phonics 20 mins Literacy 40 mins Maths 30 mins Active Learning 10 mins Creative Task 30-60 mins PSHCE (1 hour per week) Story time 10 mins</p> <p><u>Year One</u> Phonics 20 minutes English 45 minutes Maths 45 Maths Foundation subjects ranging from 1 to 1 ½ hours Tell a Tale - 20 minutes Music link - 5 minutes Weekly challenge time Maths and physical ten minutes Lexia - 10 minutes per day.</p>
Y2/3/4	Remote lessons provided by teachers should take the pupils approximately 3 hours (1 hour of maths, English and a foundation subject). This is then supplemented with online learning platforms such as Epic reading, Lexia, LBQ, Education City, Prodigy and TT Rockstars to make a total learning time of 4 hours.
Y5/6	A full day of lessons is scheduled to take approximately 4 hours to complete - additional activities/resources are also set using other platforms. Year 5 lessons are all shared at 8.30am in the morning and children

	and families can plan their day accordingly. Year 6 releases lessons at set times starting with maths and then they conduct zoom meetings to review work at strategic parts of the day.
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## Accessing remote education

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

Rec/Y1	Reception and Year One access their home learning through Tapestry (accessible on phone/laptop/computer/tablet). Children upload all of their work via this platform. As a backup, Reception and Year One have year group emails for parents to use if they are struggling to access Tapestry. Home learning work packs are readily available. Adapted SEND planning differentiates tasks for children with additional needs.
Y2/3/4	Year 2 accesses their home learning content via the school website. They then submit work using Tapestry or using the Y2@roseacre email address. Year 3 and 4 access their work and submit it using Google Classroom. All year groups supplement their remote provision using additional online learning platforms. Year 2 uses Epic reading, Oxford Owl e-library, Education City, Lexia and LBQ. Years 3 and 4 use Epic reading, Oxford Owl e-library, Prodigy, TT Rockstars, Lexia and LBQ.
Y5/6	Children in year 5 and 6 require a device to enable them to log on to the classroom. Many of the support platforms also require access to the internet via a device. Parental support is preferential too.

### 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:

Rec/Y1	Home learning work packs are printed, readily available and updated regularly. Parents are contacted via phone to ask them to collect the work pack or AHT delivers to doorstep. Some children who have no devices at home have been offered a
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	Chromebook to complete home learning.
Y2/3/4	Children struggling to access work remotely have been identified and the school has issued chrome books to access online provision. Where online learning is still not accessible, copies of the remote learning shared online are printed and used to create paper based work packs which are then delivered to the home address or collected from the school office by the parents.
Y5/6	Chromebooks have been issued to 17 children across the phase - in the event of problems then a paper pack can be provided. Support re accessing work is provided by staff in school.

### How will my child be taught remotely?

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

Rec/Y1	A weekly timetable is uploaded for parents at the beginning of every week. Work is uploaded daily with clear instructions and resources. Pre recorded videos are uploaded by teachers daily to provide an input to lessons, either teaching a new concept or modelling how to complete an activity. The videos created are used to support learning in a range of subjects across the curriculum. Reception and Year One have begun live teaching through zoom sessions, with small and larger groups. The focus has mainly been centered around phonics (including reading), PSHE and communication and language. The zoom sessions are beginning to take place daily now. The teaching assistants are also going to begin holding 1-1 zoom sessions with children to listen to them read.
Y2/3/4	Y2 is providing daily written alongside resources to ensure parents know what and how to teach their child. They have also started zoom sessions with a social focus and are looking to introduce 1:1 zoom sessions to support pupils who need extra support. They have used some pre-recorded videos to introduce and demonstrate in lessons such as PE. Y3 is using pre-recorded videos to introduce, model and demonstrate for most lessons. Zoom sessions are held for reading, for well-being and live teaching zoom meetings for English and maths. Y4 is holding daily zoom meetings to introduce maths/English. They are starting to use more pre-recorded videos to support learning in other subjects. Y4 have also done live teaching using LBQ and are arranging smaller group sessions for pupils needing extra support.
Y5/6	A mixture of live lessons and teacher videos are being used to support learning. The teachers are available via the classroom 'chat' to offer assistance too. A timetable is available and parents can contact the year groups on the year group email if they require assistance.

	<p>Activities are set on google docs and or slides - these can be completed online and then returned to the teacher for marking. Year 6 has implemented a timetable and additional support sessions have been put in place.</p> <p>The work set on line mirrors a day at school so maths work is set first followed by English and the wider curriculum in the afternoon.</p> <p>Parents can also send evidence of completed work to the year group email. Practical activities such as: art /music and physical activities can be shared via video.</p>
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## 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?**

Rec/Y1	We would expect the children to engage daily and return work. However the expectation for children from Reception to Y2 is to submit work a minimum of twice weekly. We keep a digital record of child engagement through our own virtual register (daily) and also via the whole school engagement checklist.
Y2/3/4	Children are expected to engage in learning every school day. There is an expectation that parents submit work via Tapestry twice weekly as a minimum for Y2 and via Google Classroom 3 times a week for Years 3 and 4.
Y5/6	We would expect a child to join in daily with the lessons and return work. There is a minimum requirement to complete 3 days learning a week. We would hope parents will offer as much support as they can in either seeking support from school or working alongside their child.

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

Rec/Y1	Rec/ Y1 sends letters to parents setting the expectation that work must be uploaded at least twice a week. If this does not happen messages are left on Tapestry and followed with phone calls. Teachers, YS (PEO) and AHT (SC) have been phoning parents if there is insufficient engagement. In the event of no contact being made with parents, the AHT will do a home visit.
Y2/3/4	All staff monitor their class on a weekly basis- discussions are then held with the AHT who will follow up with a phone call. Where parents are difficult to reach via telephone, doorstep visits are made by the AHT and DSL or referred to the PWO for a safeguarding visit.

Y5/6	All staff monitor their class on a weekly basis- all staff including TA's follow up if we see little engagement from a child and would make contact with the parents to discuss this.
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### **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:

Rec/Y1	Individual feedback on every piece of work- voice recordings often used for giving feedback and next steps. The work that is submitted allows teachers to monitor progress, however staff are aware of the level of support that children are receiving. The activities taking place during the live zoom sessions allow for assessments to be made by staff. Y1 has continued with weekly spelling tests in school and at home.
Y2/3/4	Work completed via online platforms such as Lexia, LBQ, Education City and Prodigy creates data which the staff access regularly to review progress and set new learning tasks. Work submitted via Tapestry or Google Classroom is marked using written comments or voice recordings using vocaroo. Y2 have also started to use Loom as a method of delivering feedback videos.
Y5/6	Arithmetic tests are taking place weekly in year 6 and spelling tests weekly in Year 5. Staff 'mark' all work handed in or emailed, allowing them to monitor progress. Feedback is provided in the classroom or via email. Staff can judge the level of support a child is receiving at home.

### **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:

Rec/Y1	Differentiated work is sent to support some children. Differentiated paperwork packs have also been created. Education City work is set to match the curriculum at the child's level. Regular support is offered through phone calls and zoom by class teachers and PEO (YS).
Y2/3/4	APDR packs have been created for children with work focussed on their individual targets. Class teachers are planning to organise 1:1 zoom sessions for children with APDR plans to offer additional support.
Y5/6	Differentiated work has been provided in some cases to support some children. Additional zoom meetings are held by teachers and PWO to also ensure support is provided.

### **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?**

Rec/Y1	A home learning pack is immediately available for children. This will not exactly mirror the lessons taught in school but will meet curriculum requirements and core skills across all subjects.
Y2/3/4	Hard copy packs with a similar content will be available for a child who is self-isolating.
Y5/6	Paper packs would (and are) provided in this instance due to staff working face to face. The provision mirrors work in school as far as possible. It will (and is) supplemented by consolidation activities.