

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?

We will continue to use Seesaw to provide recordings and access to work for all of our classes from Year 1 upwards. In Reception, Tapestry will be used in the same way.

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 will teach the same curriculum remotely as we do in school, as far as possible and appropriate when delivering remote learning. Maths and English sessions will take place as planned and all other subjects, which form the term's topic, will be delivered in the same way as they would be in school, wherever possible. We may need to make some adaptations in some subjects, such as in art, DT and music, where specific resources are required which may not be available at home. However, we will endeavour to ensure that the appropriate objectives and skills are covered, even if we have to adapt how this will be done.

If there any skills or objectives that are identified as being too difficult to teach remotely, we will ensure that these are taught when the children return to school.

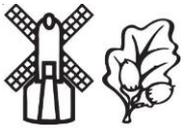
Remote Teaching and Study Time Each Day

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:

Foundation

Children in Foundation should spend at least 2 ½ hours on their remote learning. As there is an element of play-based learning and child-initiated learning in Early Years, the time spent on remote learning will be less than in other year groups.



Key Stage 1

In Key Stage 1 children should spend at least 3 hours on remote learning each day. In Year 2, the amount of work provided may exceed this.

Key Stage 2

In Key Stage 2 children are expected to spend at least 4 hours on remote learning each day. In upper Key Stage 2, the amount of work provided may exceed this.

Accessing Remote Education

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

We will use Seesaw to share recordings of teaching and other resources that pupils will need to complete their home learning. Feedback to pupils will also be provided through the use of Seesaw.

Some live sessions will be provided for all classes across the school using Teams to support pupils to maintain regular contact with their class teacher and peers.

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:

Our remote offer is available to all pupils who have a device that connects to the internet; this includes mobile phones and tablets. For any pupils who are unable to access online learning, we are able to provide packs of printed material, that can be collected or delivered, to be completed at home. Work can be photographed and sent to school via Class Dojo and feedback will be provided by email/Class Dojo.

Once we receive our allocation of iPads from the Government, we will be able to lend these to pupils who are most in need. We hold a record of children who are unable to access home learning to help us identify who may require this provision.

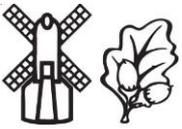
We are also able to apply for additional free mobile data for parents/carers who require this.

If you are unable to access remote learning online, please ensure that your child's class teacher or/and the school office are aware of this – schooloffice.twovillage@dcvst.org

How will my child be taught remotely?

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

- Microsoft Teams will be used to deliver some live teaching online each week
- Recorded teaching, created by class teachers will be delivered each week
- Use of online resources, including some recorded teaching, such as Oak Academy, phonics sessions available online and White Rose resources. Links to these will be provided via Seesaw or Class Dojo.



Two Village C of E Primary School

- Printable worksheets and activities will be provided via Seesaw (hard copies can be collected if required)
- Online reading schemes and packs of reading books will be sent home/collected fortnightly for children in Reception and Year 1.
- Direction to useful websites that support/enhance the teaching of specific subjects or areas will be provided, including videos. Links to these will be shared via Class Dojo/Seesaw.

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 expect all of our children to engage with some of their learning daily, as far as possible. We understand that it is not always possible to support your child to complete all of their work every day, due to other commitments but it is important that they are completing as much of it as they can.

In Key Stage 2, pupils are likely to be able to engage with their remote learning more independently and may require less support, particularly if they are able to access live and recorded sessions.

Children in Reception and Key Stage 1 will require more support but useful resources and support will be provided by class teachers to enable parents/carers to best support their child.

Class teachers will provide examples of a timetable, that replicates a school day, that could be used to support your child to have a regular routine. However, if this cannot be followed due to other commitments at home, this is not a problem.

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

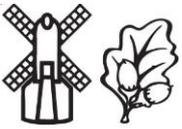
Class teachers check pupils' work daily and keep a record of pupils' engagement, which is analysed weekly.

If there are concerns about a pupil's engagement, the class teacher will contact the child's parents, either via Class Dojo or on the phone, to discuss how support can be provided to enable them to improve their level of engagement. If engagement does not improve, further calls will be made, by the class teacher or a member of the Senior Leadership Team, to identify what can be done to improve the situation.

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:

Teachers will provide feedback to pupils as often as possible. Feedback will be more detailed for English and maths work but all work will be acknowledged, as far as possible. Pupils may be given next steps to complete or future work may be adapted based on what a teacher has seen.



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:

All of our pupils with EHCPs will be offered in-school provision to support them in accessing remote learning. However, for any of these pupils who are unable to attend school, or other pupils on the SEN Register, additional support is provided via weekly phone calls from the SENCo and work provided by class teachers is differentiated to meet pupils' needs.

Pupils with One Plans and EHCPs will have tasks set weekly which will enable them to continue to work upon the targets set for them at the last review of their individual plan.

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?

Copies of all work set in school will be uploaded to Seesaw or hard copies will be delivered to any pupils who are not able to access this.

Due to teaching commitments in school, teachers would not be able to provide recorded lessons for pupils at home or immediate feedback/responses to questions, if the majority of a class are in school. However, classroom lessons would be recorded and uploaded to Seesaw or Teams so that these could be accessed by any pupils at home to ensure that they are able to access the curriculum as fully as possible.