

## **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?**

Work will be set on the school website, under the "Home Learning" tab. This work will include links to pre recorded lessons and websites for example, that will then explain tasks to be completed.

There will be at least one live check in via Teams. The time of this check in will be in the pupil's calendar on Teams.

### **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 wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, due to the availability of resources at home, some areas of Maths may not be taught until the children are back in school (e.g. using protractors for measuring angles)

Teachers will keep track of areas missed, so they can be addressed when children return back 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:

EYFS	At least one live session per day, normally in the morning, giving the daily plan
Key Stage 1	3 hours (however this may be less for Year 1 children due to their age) + 2 assemblies per week
Key Stage 2	Up to 4 hours (however this may be less for Year 3 children, due to their age) + 2 assemblies per week

## Accessing remote education

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

The school are using Teams for their online remote education. Other on line resources may be sign posted to support the remote education, such as Oak National Academy and White Rose Maths Hub.

### 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:

Parents were asked to complete the schools' "Access to Technology at Home" questionnaire before the Christmas break. Hard copies were also provided to those who normally receive them.

The school have received their allocation of laptops from the DfE. These will be loaned to families where the school feels it will support the child to access the online learning and there is no option of the child/children attending on site provision.

The allocation of DfE laptops will be assessed on a case-by-case basis, in consultation with individual families and the school and taking into account the responses from the Assess to Technology at Home questionnaire.

Access to other devices that enable an internet connection will also be dealt with on a case-by-case basis and the school will support families with this.

Providing families with paper copies of work, to match the work being done on-line, or in school is not practical. In cases where on-line access proves an issue for children receiving the work, or submitting work, the school will assess to see if providing the family with a DfE laptop would be appropriate.

If parents need help uploading or submitting work online, teachers and support staff will help to support this. Ms Hodge, the schools child and family support worker, is also available to support families. Parents can contact the school by phoning the school office on 01784 482603, or emailing [wraysbury@rbwm.org.uk](mailto:wraysbury@rbwm.org.uk).

## How will my child be taught remotely?

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

Every year group will have at least one live face-to-face session per day using Teams. Most year groups will have two or three live sessions. KS1 and KS2 children will also have two assemblies a week via Teams.

The remote curriculum will broadly be the same as the curriculum being taught to the children in school and will be meaningful and ambitious.

Live sessions will include teaching of new skills, revisiting of previous learning and setting tasks to be completed during the day. Some lessons will use prerecorded materials, or commercially produced videos, such as White Rose Maths or Oak Academy resources.

Assignments, quizzes and tasks will all be used in order to make the learning enjoyable, engaging, broad and balanced.

Teachers may set pieces of work that span over a few sessions, such as a project or a larger piece of work. Where this is the case, the teacher will provide guidance and ongoing feedback during live teaching sessions prior to the project starting, or in the live sessions during the project.

In a small number of cases, the school will provide paper work packs for families. This will only be used in the cases of a child needing a heavily differentiated approach, and all other options have been explored.

## **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?**

The school expects all pupils to engage fully with the remote education that is provided for them.

We would expect all pupils to be up, dressed and to have had their breakfast before their first session, as they would if they were attending school. Parents and carers should ensure that their child/children has what they need and are working at a table (if appropriate) so that they can produce work to the same standard that they do in school. Regular breaks, including lunch should be taken and teachers will promote this during the live sessions, and the timetables on the website will support this.

Physical activity will also be promoted in the timetables – Joe Wickes, Cosmic Yoga and the Virtual School Games activities will be used to support this.

The school understands that children working remotely from home has an impact on parents and carers, who themselves may be at home, needing to work. The school will publish on the website, under the "Our Learning", "Home Learning" tab, a timetable of when the live Teams sessions will be. It is important that all pupils are logged on for the live sessions as this is when the direct teaching is done, and the tasks explained. It is hoped, that by publishing the timetable, which will broadly be the same each week – parents and carers will be able to manage their child/children's learning, and their own work commitments. Tasks and assignments set will not need to be submitted on the day they are set, so that parents can have more time to support their child/children if necessary.

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

Regular attendance checks will be carried out throughout the week. Teachers will use the "attendees" function on Teams to see the children who have been in live lessons. This information, along with the number of assignments returned, will be shared with the school's Child and Family Support Worker, and the Headteacher.

If children are repeatedly missing live lessons, not engaging in tasks set, and not handing work in, the school will work with parents and carers to help rectify any issues or difficulties.

### **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:

When work is submitted by a pupil through the “assignments” tab on Teams teachers have the ability to comment on the work, and send it back to the child. Comments that teachers give will be in line with our current Feedback and Marking Policy (Nov 2020).

Verbal feedback will be given during live lessons and some areas may be recapped by Class Teachers or Teaching Assistants if necessary or appropriate. This is also in line with our Feedback and Marking Policy.

It is not practical, or beneficial to mark/assess every piece of work. Teachers will assess knowledge gained in a variety of ways during their live lessons and end of unit pieces of work. This may include:

- Mid or end of topic quizzes/questionnaires
- Competitions
- Tasks to produce an information poster, or a PowerPoint about a certain topic
- Extended pieces of independent writing

Therefore, not every piece of work submitted will receive written feedback or comments.

## **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:

Teachers will plan to meet the needs of the majority of the children in the class. They will adapt their live sessions to meet the needs of all pupils as much as is possible. Where possible, Teaching Assistants will also be on the live Teams sessions and may be used to support small groups of children, or individual children using the “Breakout Room” facility.

Although there may be some sessions where some children cannot access the material being delivered, the school places a huge emphasis on the positive social interaction that SEND children will benefit from the live sessions, so all children will be encouraged to attend live sessions.

Additional small group sessions will also take place on Teams, either with the Class Teacher, or a Teaching Assistant that is known to the child. The frequency and length of these smaller group sessions will depend on the needs of the child and the timetable for the class.

The SENDCo will work with class teachers and families to support pupils with EHCPs or additional needs. Where possible, planned meetings with professionals will continue, via various virtual meeting platforms.

Where possible and appropriate, individual speech and language sessions will be planned in through Teams, as will ELSA sessions. These will be timetabled appropriately, in consultation with the class teacher, on the individual child’s Teams calendar.

## **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?**

Teachers will provide work that is broadly in line with the work that the child would have been completing if they were in school. Work could be provided via Teams, if it is appropriate, or paper copies will be provided for the isolating child.

A proposed timetable will also be provided to support parents and carers organise their day and regular check ups will be had via the phone or Teams by class teachers, teaching assistants or the child and family support worker.

Work will be fed back on via Teams if the platform is used, or when the child returns from isolating.

If possible, class teachers will look to arrange a live Teams session at least once a week, so that isolating children do not feel distant to their class. This live session could take the form of a show and tell, or story time at the end of the day.