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?

- A minimum of 2 lessons will be set on seesaw for immediate access.

- Parents can contact the school office for login details/password resets.

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 in order to ensure that those at home can make sufficient progress. The offer includes EYFS.

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 approximately the following number of hours each day:

Reception	1-2 hours	Year 1 and 2	3 hours	Year 3 and 4	4 hours	Year 5 and 6	4 hours +

Accessing remote education

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

- All work is set on SEESAW. Each child has a seesaw login to their individual learning journal linked to their class.

- Lessons are loaded as follows:

Writing	Daily
Mathematics	Daily
Reading	Daily
Spelling (Y2 upwards)	Daily
Phonics (Reception and Year 1)	Daily
Science	Tuesday
Foundation	Wednesday and Thursday
PE	Monday and Friday

- The lessons scheduled for the day will appear on your child's activity tab in the "To Do" folder on seesaw at 8.30am and remain available for the current week.

- Each class website page includes links to age appropriate websites for further practice of key skills in spelling, phonics and mathematics.

- Every child has a range of e books loaded on their Bug Club accounts. These are set to match the child's reading ability.

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:

- Laptops have been provided to families without a device or enough devices for each child in the family to access remote learning.

- Help to access the internet is also available either with dongles or wireless codes

Parents should email the school office for further information about the access arrangements listed above. (a2153@taw.org.uk)

How will my child be taught remotely?

We use the following approaches to teach pupils remotely:

- Lessons loaded on seesaw will include a range of teaching methods including presentations with class teacher explanations using voice recordings and videos.

- Lessons in each subject will be sequential over the course of a week, enabling children's understanding and skills to be developed over time.

- Lessons will include an element of revision of previous learning to ensure that over time children know more and remember more.

- Commercially available websites, video clips and images will be used when appropriate to provide children with additional visual support and explanation.

- Children will be guided by their teachers to respond to lessons and show their understanding using a range of methods. These will include: completing tasks on screen using text boxes or note pages to write, drawings using the pencil tools, providing explanations with voice recordings, using videos and photos of practical tasks, including participation in PE.

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?

- Children are expected to access and should aim to complete all work set online.

- Parents should support younger children to log into seesaw and access the learning activities set. This might include taking photos of any practical tasks undertaken and loading these onto seesaw.

- Parents should continue to encourage their child to read regularly at home.

- Daily timetable, as above, is provided so that parents can support their child to structure their daily learning.

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

- All work completed must be set as DONE by the child on seesaw. This is then automatically returned to the class teacher for marking.

- Each child's learning journal is checked daily to monitor the number of lessons completed.

- If children repeatedly fail to engage with the online learning offer, parents will be contacted to discuss support arrangements.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- When a piece of work is completed as DONE this is sent to the class teacher for marking.

- All work submitted on seesaw is marked by the class teacher or teaching assistant. This can be either written or verbal using voice recordings.

- All work submitted before 4pm is marked on the same day. Any work submitted after this time will be marked the following day.

- Marked work will be shown in the DONE folder once the work is returned to them.

- Marked work will include comments and feedback which are visible to the child. Work may be "SENT BACK" with feedback and support encouraging the child to edit and improve or correct. This will appear as a draft in the IN PROGRESS folder. Children can then edit or correct as directed by the teacher and then submit for final marking.

- Home learning work will be used to support teachers when making assessments of attainment and progress.

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:

- Voice over or video presentations and instructions allow SEND pupils to re-watch or listen as many times as needed before completing tasks.

- Teachers will set work that is differentiated by task or outcome to ensure that SEND pupils can access the remote learning offer and continue to make progress.

- Teachers will provide appropriate scaffolding support for SEND pupils by including reference documents such as word banks / images or phonics grids.

- Practical alternatives to learning basic skills in spelling / phonics and maths are provided by class teachers where needed.

- SEND pupils can respond to lessons and show their understanding using a range of method, including videos, voice recordings and photos.

- Challenge tasks will be set for the most able children. These will be open to all children to access.

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?

Children will be provided with learning on seesaw, this will be current learning, which will reflect the learning in class. This will be supplemented with retrieval practice learning.

How will the school communicate with me and my child?

Teaching staff will conduct welfare calls on a weekly basis to speak to all the children in their class; this is an opportunity for parents, pupils and staff to discuss what is going well with remote learning and what could be improved. 'Star of the Week' assemblies will take place via TEAMs in order for staff and pupils to celebrate together.

Any pupils that are not accessing remote learning will be contacted daily by teaching staff. This will be escalated to the senior leadership team if children are not accessing learning on a regular basis.

In addition, the safeguarding team will make weekly contact with any vulnerable families to offer support.