

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 if 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?

In the event of long term closure or part-time attendance (as a result of COVID-19), staff at Ormesby Village Infant and Junior Schools Federation will continue to provide education and support to our pupils, using in-school teaching, remote learning and/or a combination of both. Depending on the circumstances, learning will be conducted using in-school teaching and learning, educational e-resources and Google Classroom/Tapestry/Class Dojo. This will ensure that the needs of all pupils are catered for and Google Classroom/Tapestry will allow staff to keep in daily contact and provide a two-way platform for learning and teaching, in a professional, safe and confidential manner with each pupil in their class. Teachers will be able to schedule learning in a manner that does not overwhelm or concern our pupils. Teaching and learning can be tailored, changed and updated as time progresses, in-line with DfE guidance, allowing for replication of classroom activity to the best of our ability. In all communications we will adhere to our commitment to maintaining pupil well-being and safety.

We realise that the circumstances that cause our school to adopt a 'blended learning' approach will affect families in a number of ways. In our planning and expectations we are aware of the need for flexibility from all sides: parents may be trying to work from home and so access to technology as a family may be limited; teachers may be trying to manage their home situation and the learning of their own children, or the effective planning for both in-school and remote learning opportunities; systems may not always function as they should. An understanding of, and willingness to adapt to, these difficulties on all sides is essential for success. School support, where possible, will be made for the most deprived families who do not have access to technology or have limited mobile data.

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.
- In the case of long term closure, we believe that it is in the best interests of our pupils that we continue to provide structured support to the best of our ability. Bearing in mind the need for flexibility, we understand that work may be completed out of sync from a normal daily routine at school. That said, the work that pupils engage in during a period of closure, or as part of the 'blended learning' approach, will be part of our current planning and so follow a sequence of learning. The set tasks cannot be considered as optional. If a pupil is attending both school and remaining at home during the week, work must be completed on the days that they are at home, so when they arrive at school they are in the correct position to continue their learning. Lessons are not discreet and operating randomly day to day. Pupils and parents should consider the arrangements as set out in this document as highly recommended.
- Teaching staff will expect to receive all home assignments within a 24-hour timeframe or by the specific deadline set. Should families encounter any difficulties with this arrangement, they must be discussed with the child's class teacher in the first instance via email or telephone.

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 school-aged pupils	Number of hours on average
EYFS	Depending on the level of domestic support, access to technology, age and ability of the children: Up to three hours each day

KS1	Three hours each day
KS2	Four hours each day

Accessing Remote Education

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

EYFS – Tapestry/Class Dojo

Years 1-6 – Google Classroom/Class Dojo

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:

- Families where children do not have access to any device at all, such as a mobile phone, keyboard, games console, tablet, laptop or PC computer should inform the school. These families will be prioritised for the loan of a piece of technology. The school does not have an endless stock of equipment to lend out and is only allocated a handful of devices from Government support. A loan agreement must be signed before any device/equipment is loaned out to pupils.
- Families lacking Internet connection can inform the school and a request can be made using Government support for routers/dongles or requests for further mobile data from their providers. This is not a guarantee, simply a request.
- Class teachers will endeavour to ensure all tasks uploaded do not require printing and can be either edited digitally on a document or completed on paper. Due to the level of contamination risk and the delay of 72 hours, no printed paper packs will now be prepared.
- To protect all staff members and families, the reduction in paper handling is paramount. All work should be submitted online. If there is need for copies of work to be submitted this must be dropped at the school office and kept, untouched for 72 hours before being handled. If there is no online access, support with dongles will need to be pursued.

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.

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio pre-recordings made by teachers) to introduce/enhance and explain learning points across all subjects.
- online interactive discussion sessions, Q&A or Guess what it is to take place when the teacher feels is appropriate.
- online access to reading material, such as Oxford Owl E-Library and I Love Reading for Kids and/or reading books loaned out for pupils have at home (only as a last resort and only when 72 hours has elapsed when no other access to reading material online or at home is available)
- 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.
- **Teaching staff will...**
- Place significant emphasis on pastoral development within the classroom.
- Prepare weekly resources (e-format) to meet the needs of each child.
- Share teaching and learning activities with their class through Google Classroom/Tapestry.
- Continue providing work and support in line with current, extensive planning that is already in place throughout the school.
- Give credence to the fact that learning remotely will be more difficult, so tasks will be designed to be completed remotely and, if necessary, supported in smaller steps to allow for this.
- Ensure daily contact with pupils, indirectly or directly, either face-to-face, whole class or through Google Classroom/Tapestry/Class Dojo.
- Reply to messages, set work and give feedback on learning/activities in a timely manner.
- Make allowances for asynchronous learning to a normal daily school routine, understanding that the circumstances may affect families in a number of ways.
- Inform the Headteacher/Deputy Headteacher (if unwell) and ensure cover by another staff member for sharing of activities online. Staff, if able, may be able to upload learning elements on to Google Classroom/Tapestry/Class Dojo from home.
- **Non-teaching Staff will...**
- Support class teacher in preparation of blended learning resources/activities.
- Inform the Headteacher/Deputy Headteacher (if unwell).
- Support, where necessary, individual/small groups of pupils by providing tailored activities/reading stories which can either be used in school or when learning at home.
- Ensure their communications have been shared with the class teacher and/or SENCO.

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:

- **Pupils will...**

- Adhere to all guidelines as directed by staff and comply with the school's expectations regarding learning at home.
- Be assured that well-being is at the forefront of our thoughts and they should take regular breaks, get fresh air, exercise and maintain a reasonable balance between online engagement and offline activities.
- Undertake any and all tasks prepared for home learning.
- Endeavour to keep up-to-date with daily teaching and learning, either in-school or using Google Classroom.
- Only send messages and queries that are in relation to tasks set by the teacher or in response to questions the teacher may ask them directly.
- Only access the material shared by their teacher and will ask for parental permission to use technology for anything beyond that.
- Read daily, either independently or with an adult.
- Consider learning a new skill, follow their own interests to discover more about the world around us or be creative, should an extended period of remote learning be required.

- **Parents will...**

- Support their child's learning to the best of their ability, in-line with the expectations of the school.
- Ensure their child completes all home assignments set on Google Classroom/Tapestry/Class Dojo and submits them to the class teacher within 24 hours or by the deadline set.
- Ensure their child engages with Google Classroom/Tapestry/Class Dojo activities, set by their teacher.
- Not screenshot or copy any information, messages or posts to share on social media or any other platform outside of Google Classroom/Tapestry/Class Dojo. Not make unreasonable demands on staff beyond that being required of them by the school.
- Know they can continue to contact their class teacher as normal through Google Classroom/Tapestry/Class Dojo or via email/telephone, if they require support of any kind.
- Check their child's completed work each day and encourage the progress that is being made.
- Be mindful of mental well-being of both themselves and their child and encourage their child to take regular breaks, play games, get fresh air and relax when working at home.

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:

- Children will be monitored daily to see their engagement. If a child's work has not been submitted within the 24 hour timeframe, a reminder message will be sent to the parent/pupil (depending on age) via the format being used Tapestry/Google Classroom/Class Dojo.
- If no submission is still received an email/telephone call to parents to ascertain the support the pupil/family requires to ensure they are engaging in work moving forward.

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:

- Teachers may use a combination of whole class feedback, quizzes as a form of Assessment for Learning, as well as more direct personal feedback on pupils' work.
- Feedback from staff will be in a timely manner across the week.

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:

- Teachers will tailor set tasks for those in need of differentiation or personalised learning to meet their needs. Advice and guidance will be offered to support those at home. EHCP children should be in school as the most vulnerable.
- Other agencies will be directed to families if more specialised support is required.
- Regular communication and support will be on hand to help those of a younger age. Virtual meetings will also be offered. Well-chosen tasks and links to activities will be shared.

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?

Wherever possible, children self-isolating will be provided with a very similar level of remote learning. If the majority of pupils are in school, there may be a reduction in the number of pre-recorded videos being prepared and more use of OAK National Academy pre-recordings.