

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

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Each child within the school has their own log on to Microsoft Teams. These were sent home in the autumn term and children have had homework opportunities to practise using the platform.

If needed, the school would place 2 days Hampshire emergency planning onto Teams. If teachers have had children who have been shielding or self-isolating, this has not been necessary as the learning on Teams already mirrors the learning in the classroom.

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 have needed to make some adaptations in some subjects, however this is infrequent. For example, one year group of children would have been making photo frames out of wood and using saws as tools. Therefore, we have adapted the Design and Technology for this term. Where this occurs, the school will ensure that these skills are revisited 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:

Primary school-aged pupils	In Key Stage 1 we aim to provide 3 hours of remote education a day and in Key Stage 2 it will be 4 hours. This will include a range of lessons across the curriculum.
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Accessing remote education

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

The whole school is using Microsoft Teams and each child has their own log on. This way the children can upload the work that the teacher has directed, they can watch the prerecorded teaching videos and have feedback on work that is specific to their own learning.

In EYFS, in addition to this, they are also using Tapestry as a way of communicating with families and sharing work.

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:

A parent survey was carried out to find out which families did not have access to IT at home. These children have been identified and laptops have been provided, where possible. Staff discussions take place regularly about which children are not engaging and why, with possible strategies decided to improve the situation.

A member of the staff is always available for IT support for the families at home, the parents can contact them through the school office or directly through Teams.

There is a small percentage of children who still do not have access to IT or are struggling with the necessary IT skills to be able to access the work, these children have been sent a work booklet home. This will then be collected, for the class teacher to mark, and a new workbook distributed.

How will my child be taught remotely?

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

Through Microsoft Teams, we set daily work for the children to complete. These include at least one pre-recorded teaching video of maths and/or English. Completed work is sent back to teachers via Teams – this is either through an edited word documents or a photo of the work. Teachers then give individual to the children about their work in a similar way to what happens in the classroom – positives and next steps/errors identified.

Each week a timetable is uploaded to Teams to show the children what is happening through the week. Online class meets take place twice a week, these include class teachers and teaching assistants.

For a few children, workbooks have been printed and delivered to families to ensure that learning is taking place.

Reading is still an active part of the teaching – either through teacher read extracts or children accessing online books.

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?

As a school we expect all children to engage in their online and remote learning. Where this does not happen, we follow up with phone calls to parents and children to discuss how best to engage and support them. With the younger children we appreciate that there is a need for the parents to support them with the navigation of their work. Support is given to parents who are struggling with this.

Timetables and set online meets are given each week to allow parents who are working from home to support the children with the planning of the day. Pre-recorded lessons allow for the learning to take place at a time convenient to the individual family.

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 the pupil's engagement daily. Follow up telephone calls take place when a children has not accessed the work or attended the online meets.

Information of which children are not engaging is also shared regularly with the leadership team, who will make additional contact to offer support and to voice concerns.

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:

Through the assignments set on Microsoft Teams, the teachers give feedback on each piece of work that has been set. This will include strengths and next steps, which mirrors what happens in the classroom. From this, teachers make assessment judgements on whether the children have achieved in their learning and therefore where to take the learning next.

During class meets and at different points within the learning sequence, assessments take place in the form of quizzes and other similar assessment strategies. These will also help to inform the next stage of the learning that is set.

For the children who receive workbooks, that have been designed by the class teacher, these are collected in to be marked and then returned back to the children.

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:

Children with SEND are set personalised learning from their class teacher, which ensures the work set is suitable for them. Where children are struggling to access Microsoft Teams, personalised workbooks are sent home.

Online support is available daily for families to ensure that they can access the work online.

Families in Year R are continuing to use Tapestry to upload and view work that the teachers have set, as this is a system that the families are already familiar with.

Vulnerable families have been confidentially invited into school and benefit from the Critical worker provision that is already in school. This mirrors the learning for the children at home.

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?

The remote education for the children who are self-isolating is the same as written above.