

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

Since 1st October 2020, remote learning plans have been uploaded onto the website and can be accessed by clicking on the 'Our Curriculum' and then 'Remote Education Curriculum' tabs and scrolling down to find the relevant year group and term and are therefore available immediately. Here, parents can find detailed daily plans for each week, for each year group. The plans follow our in school daily timetables (timings, subjects and daily structure) and mirrors where possible the curriculum we are proud to offer in school, ensuring that remote education provision is thorough and detailed and that if children should be learning from home, they are accessing a broad and balanced curriculum. Each day follows the daily timetable, providing objectives, tasks and links and contact with a teacher to ensure that whilst at home, all children can continue to learn with the same progression and quality. Children can then access these lessons remotely and communicate with their class teacher on Purple Mash to discuss work and receive any feedback. Children in school are aware of this provision and time is spent in school time ensuring they know how to access this work, respond to it and communicate with their teachers independently and effectively. Because communication about this provision is daily, children have an existing dialogue with their teachers about their needs should they need to isolate- if a child should not be able to access the remote curriculum online, they will be sent home with a paper pack which mirrors the content and learning objectives available online.

**2. 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 broadly teach the same curriculum remotely as we do in school. Learning objectives are in line with those taught in school so that key knowledge and skills mirror where possible. Where this differs, it may be in content or choice of text. Texts we choose to study in school are chosen because of the guided and structured discussions we can have in class. As this is not possible when a child is working at home, sometimes the text choice needs to be altered to ensure effective access to the learning objectives independently. Our remote curriculum uses a range of resources including Oak National Academy, White Rose Maths, BBC Bitesize and lessons and activities planned and sourced by staff in school. Occasionally, therefore, the particular content of a subject area may differ, for example, in History or Geography, but the key skills in that subject taught remain the same. An example of this is in Year 6 History- in school we learn about the Ancient Maya but remotely, the children will learn about the Shang Dynasty. Although the subject matter is different, the skills developed as historians are the same. Another example of this could be in Maths where the learning objectives and area of study will be the same, but the activities and time spent on any given topic may differ due to the nature of assessment for learning in the classroom; however, regular communication with children learning at home via Purple Mash means that assessment for learning and agile and flexible teaching can be mirrored to some extent in remote learning.

**3. How long can I expect work set by the school to take my child each day?**

Our Remote Education provision generally follows the school day with the same breaks and lunchtimes honoured but this varies slightly depending on Key Stage. Work set is of equivalent length to the core teaching pupils would receive in school, and as a minimum equates to 4 hours per day.

EYFS – 9.00am – 2.00pm  
 KS1 – 9.00am – 2.00pm  
 KS2 – 8.45am – 3.00pm

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

All children are expected to access the remote education- this can be found on the school website (Our Curriculum/Remote Education Curriculum). Children in KS1 and KS2 will be expected to

communicate with their teachers using their Purple Mash emails (log ins and details have been sent out and discussed/practised in detail in school with all children). In EYFS, children and parents can communicate with their teacher on Tapestry- details for this have been communicated with families. Access support is also available on the school website in the form of prompt flash cards. The flash cards support parents, carers and children in accessing the remote education curriculum, purple mash with additional prompt cards to ensure safe online working. The school website homepage also provides details of who to contact including the email address, should any further support be required e.g logins and details requiring to be resent out to you. The Remote Education Curriculum Page also gives important information and websites to support children's safety when working at home, online.

**5. If my child does not have digital or online access at home, how will you support them to access remote education?**

Personalised audits are undertaken with each child/family should isolation be required. This ensures that as a school we can continue to provide access to the remote education online via laptops and vodaphone #keepconnecting SIM cards or whether paper packs, workbooks and resources are required to be sent home with children, delivered to houses or collected at Reception at school. Teachers then have regular phone calls to discuss work done and support in any way needed.

**6. How will my child be taught remotely?**

We continue to follow the EEF and DfE remote education good practice guidance and the Ofsted documentation of 11<sup>th</sup> January 2021 – What's working well in remote education, and in doing so, we have avoided research and long term projects. Our remote curriculum uses a range of the following across all phases:

- teaching videos and activities set by Oak National Academy which includes contact with a teacher
- recorded teaching e.g. video/audio recordings made by teachers including story time for EYFS, KS1 and KS2 and RWI Phonics tutorials.
- BBC Bitesize
- Youtube videos and tasks set by teachers and other available video clips and websites which support learning.
- White Rose Maths
- Beat That Maths
- Audible Stories
- School reading books
- Paper packs made by teachers in line with our remote education offer.
- Printed resources, such as CGP textbooks and workbooks
- Practical resource packs to ensure children with SEND continue to access a broad and ambitious curriculum to meet objectives
- Personalised responses to children's learning via Purple Mash and Tapestry to support misconceptions and next steps including questioning, further work/adapted work set and pertinent feedback.
- CBBC Lockdown Learning programme- timetable and link sent to children via Purple Mash/Tapestry.
- Lingotots weekly videos and worksheets sent via Purple Mash/Tapestry.
- PE resources from The PE Hub- providing resources for problem solving, fitness and games to play at home- sent via Purple Mash/Tapestry.
- Daily RWI lessons via the Ruth Miskin You Tube channel, sent to children via Purple Mash/Tapestry.
- Live English lessons with Jane Considine on You Tube- link sent to children via Purple

<p>Mash/Tapestry.</p> <ul style="list-style-type: none"> <li>Collective Worship questions, tasks and useful links sent via Purple Mash/Tapestry every Tuesday.</li> </ul>
<p><b>7. What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?</b></p>
<p>We expect all children to engage daily with our remote education provision in whatever way has been agreed (online or paper pack). Our expectation is that each child at home follows the daily plans laid out, using the links and completing the work set. They can then send any work and communication to their class teachers using Purple Mash or Tapestry (EYFS). Feedback will be given by the class teacher using Purple Mash or Tapestry (EYFS) or over the phone where necessary. Our expectation is that all children at home will connect and engage with remote learning in all subjects and regular emails and phone calls are made to ensure this is the case and to offer support where needed. The plans follow the school daily timetable so parents can use this to set up a structure similar to that followed in school.</p>
<p><b>8. How will you check whether my child is engaging with their work and how will I be informed if there are concerns? How will you assess my child’s work and progress?</b></p>
<p>Teachers will respond to emails and work sent by children accessing remote education daily and will comment on work submitted and set further tasks where needed, offer support, encouragement and next steps. This will be done via Purple Mash or Tapestry in EYFS. Where children are not communicating or responding to emails sent by their teachers, phone calls will be made to check in and offer support and set up a new route of communication where necessary which may include regular phone calls or house visits where necessary.</p>
<p><b>9. How will you work with me to help my child who needs additional support from adults at home to access remote education?</b></p>
<p>Access support is available on the school website in the form of prompt flash cards. The flash cards support parents, carers and children in accessing the remote education curriculum, accessing purple mash with additional prompt cards to ensure safe online working. The school website homepage also provides details of who to contact including the email address, should any further support be required e.g logins and details requiring to be resent out to you.</p> <p>Specific paper packs, work books and packs of resources are made and tailored to need for any children working from home with particular needs and this may include specific instructions, practical resources and ideas to support access at home. Depending on need, lines of communication are either Purple Mash, email between parents/teachers, phone calls or home visits where necessary to provide updated resources and support. In addition to communication from class teachers, our SENDCOS will be in regular communication.</p> <p>In EYFS, Tapestry is used instead of Purple Mash as a line of communication between parents and teachers. In KS1- the use of Purple Mash is heavily modelled and taught to support communication when children are at home, but emails and phone calls between teacher/parent supplement this where needed.</p>
<p><b>10. If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?</b></p>
<p>When an individual child is self-isolating, the same procedure applies as for when a bubble/class is closed. Remote Learning plans are accessed in the same way, packs provided where needed and communication and feedback approached in the same way so that any child learning at home can work in line with the children in their class who are still attending school. The planning of our remote</p>



## Remote education provision: information for parents



education curriculum is in line with our long term plans in school and via communication with children and parents via Purple Mash, regular updates and resources can be sent in addition where needed.