

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 at Emmer Green Primary School 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 document.

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?

- Content shared with children will be in line with their normal curriculum.
- Activities will vary dependent on year group.
- Junior and Infant remote learning delivery would include one English (writing/spelling/SPAG); one Maths; and one other foundation curriculum subject per day. This work can be set or distributed via channels in Microsoft Teams or other means.
- Junior and Infant provision will include assignments sent within Teams (assignments are tasks sent to the children within Teams that the child must complete and then return to the teacher for marking and/or feedback). This will be several times per week in the Infants and daily in the Juniors
- Foundation provision will vary but may include phonics work or other activities aligned with the curriculum. Work suggestions and resources may be distributed to parents via 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 have needed to make some adaptations in some subjects.

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:

Key Stage 1	3.5 hours minimum per day
Key Stage 2	4 hours minimum per day

Accessing remote education

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

- The chosen digital platform for setting work and teaching remotely is Microsoft Teams.
- All pupils have their own Teams log in

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 will be allocated to children receiving free school meals if it is required. Initial surveys give the school an indication of which children can access remote learning.
- We ask that parents let us know if they would prefer any printed materials. Packs are made available for collection.
- Work assigned in Teams must also be deliverable in hard copy (paper format) to be shared with pupils who do not have online access.
- There are currently no pupils without remote access.

How will my child be taught remotely?

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

All pupils will have access to high quality education when remote working. The school will use a range of teaching methods, tools, and delivery methods, which includes but is not limited to;

- Using our online learning portal – Microsoft Teams
- Usage of established year group content used in classroom lesson delivery
- Completion of quizzes
- Online materials or activity sheets
- Links to or content from educational websites
- Pre-recorded video or audio lessons, which may be created by our own staff, or by external parties or organisations such as Oak Academy
- Various reading tasks, e.g. comprehension, inference, and prediction
- Daily challenges
- Purple Mash activities
- Tasks set on school-subscribed services such as Mathletics
- ReadTheory activities or other reading tasks
- Well-being activities (PSHE) including PE links and mental/physical workouts
- Evidence.Me (Foundation Classes)

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?

- Work submitted will be acknowledged by the class teacher or teaching assistant. This may be through Teams assignment feedback, grading, or other established methods.
- Feedback will be given on an individual, group or whole class basis. Feedback will be age appropriate.
- Children must know when they have been successful and any next steps.
- Feedback will be provided on submitted work within 2 working days of the deadline.
- If there has been no engagement from a pupil, a member of staff will make contact by phone to establish if there are any barriers or factors that we need to know about.

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

- Every morning the class teacher delivers a live registration where they can see who is attending online. Where siblings are sharing a device pupils can acknowledge their attendance in the chat to teacher tab.
- Assignments submitted by the pupils are another way of checking engagement. Support staff are making catch up phone calls to all families to answer any queries.

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

- Whole-class feedback
- Quizzes marked automatically via digital platforms
- Individual feedback

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 ensure lessons are inclusive for all pupils and can be adapted to account for all levels, including the needs of disadvantaged pupils and pupils with SEND. When teaching pupils who are working remotely, teachers will:

- Set assignments so that pupils have meaningful and ambitious work each day.
- Deliver a planned, coherent, and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Use a range of visual tools and methods.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

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, with support from TAs and other school staff, are responsible for sending work home from the start of the pupil's isolation period. This must be relevant and reflective of what is happening in class at the time of the child's absence (e.g. covering the objectives for English and maths that are currently being taught). This may include paper or online educational resources.
- Work for the child may be distributed via email to the child's parents, made available on our website, or published/assigned within Microsoft Teams. Where necessary paper packs will be provided.
- Teachers will acknowledge pupils' work and give short but focused feedback. Children should know when they have been successful and any next steps.
- Any teacher/parent communication can be maintained via email (if parents need further support with a particular issue, teachers may follow up the query with a phone call).