



Remote Education



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?

This will take time to iron out any problems that may arise for you as parents and children and for us as staff at school. We will send tasks that are easy to access and complete to ease everyone into using the system.

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 broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, we may set PE activities that you can do during a walk or as a family. Maths activities might be orientated more to paper and pencil methods rather than investigations.

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 and Brambles Nursery	We will provide between 3 and 4 hours per day.
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Accessing remote education

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

Brambles and Reception children will use the Tapestry platform. Years 1-6 Dojo. Specific older children may also use Tapestry as they and their families are familiar with this

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:

We will provide devices if we are able, otherwise we will arrange to e mail work or print work for parents that need it.

Parents will be asked if they need a device to enable their child to work, we will then to the best of our ability lend these parents devices.

Staff will e mail if requested any work that they are asked to.

Staff will also deliver work to those parents who cannot access a printer.

Children will be expected to return or have collected any hard copies of their work.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

- Video teaching (online lessons) via Loom
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- 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)

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?

We would hope that children are helped where needed, we understand that parents are mums and dads first and we would not want any of the work we set to cause problems between children and their parents. Please do not become too stressed if you think learning is not going as you would hope. Please contact school to help in any situation you feel we are able to.

Starting out with daily routines and timings is a good place to start when setting out your learning goals.

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

All staff will be responsible for checking that children are engaging in the work being set, this will enable us as a school to check for quality and quantity of work and be in a position to help solve any problems that may arise. This will also form part of our safeguarding commitment as teachers can chase up any concerns about other issues when checking with parents about work.

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:

All staff will engage with children concerning their work on a daily basis if work is being submitted, if children are not submitting work staff will find out why and help.

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:

Staff will contact our EHCP children and vulnerable ones on a weekly basis for a general catch-up that will include talking about their work and any difficulties that they might be encountering. All Teaching Assistants will talk with the parents of their designated children and our counsellor will talk weekly with our vulnerable children and their parents.

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?

We are not having direct teaching from teachers in school as we are trying to keep numbers down in the building “bubble” staff will work closely alongside teachers in helping any “bubble” children access the work they have been set.