



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?

During the first day or two of remote education, children should be expected to be set one Reading, Writing and Maths lesson per day in KS2 and in KS1 they will also have a phonics activity. In KS2, children will be expected to read independently and access Times Table Rockstars.

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. Children will be offered a broad and balanced curriculum. Alongside English and Maths, children will be provided with a variety of subjects including: Science, RE, History, Geography, PSHE and a daily fitness activity.

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	KS1 – a minimum of 3 hours per day KS2 – a minimum of 4 hours per day
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Accessing remote education

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

Seesaw – children will be provided with their own personal 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:

We will loan laptops to children who do not have access to the internet. Parents who need this support should contact school via a3359@telford.gov.uk or by phoning 01952 388222.

Where children do not have internet connection, parents should contact the school and advice and options will be shared.

If children do not have online access, parents should contact class teachers via class email addresses and teachers will provide full paper packs. These will be collected at an arranged time and once work is completed, they can be delivered back to school for marking and feedback.

How will my child be taught remotely?

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

Using the platform Seesaw, we will provide:

- Recorded teaching, e.g. White Rose and videos/audios recorder by the teachers and teaching assistants.
- Printed paper packs produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas including video clips or sequences
- Live sessions focusing on mental health and wellbeing.

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?

Children are expected to engage daily and to complete all activities assigned to them. School expects parents to provide a quiet working place, a timetable which includes adequate breaks (including screen breaks) and to support their child in completion of their work. Parents can email teachers if further advice or support is needed.

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

Teachers check engagement daily. Where children are not engaging in remote learning, teachers will make phone calls to parents and offer support. If children continue not to engage, a member of SLT will contact parents and discuss a strategy to ensure children are engaging in remote learning.

Where children are engaging, but the quality of work is not what we expect, teachers will contact parents and discuss expectations.

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 work submitted is monitored and marked. The depth of marking will vary depending on the activity that has been set. Pupils will receive feedback on their work within 24 working hours of submission.

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:

If your child has an EHCP, then they are expected to be in school unless they are shielding or self-isolating. Whilst in school, the children will continue to engage in additional provision towards their EHCP outcomes.

If your child has a provision map, Miss Russell (SENDCO) or the class teacher will communicate about what additional resources and provision can be accessed during this time. Additional provision may include intervention programs which your child has been completing in school including: IDL, Dynamo Maths and Teach Your Monster To Read. If you require any additional teaching aids or resources including practical equipment, time tables or prompt sheets, please contact the school and we will endeavour to provide support.

If your child is struggling to engage in online learning, paper packs can be made available to support any children who have additional educational needs.

If you have any concerns, please contact the SENDCO direct via SEND.obs.taw.org.uk.

Younger pupils will be set work that does not always rely upon using the computer. This may include practical activities that use everyday objects, such as pasta, to support their learning.

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?

If your child is self-isolating because they are ill, the school office needs to be informed and children will not be expected to engage in online learning on these days. If a child is self-isolating, but is not ill, they will be expected to complete the remote learning that is set.

During periods of self-isolation there will be fewer teacher-recorded lessons unless the whole bubble is isolating and the teacher remains well. During these times, the work set will continue to match the lessons taught within the classroom.