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Nurture, Inspire, Flourish.



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## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education 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 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?***

In the first instance, children will be directed to learning available on Oak Academy with White Rose premium, Talk for Writing booklets and other resources used to support.

#### ***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.

### **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 hours a day on average across the cohort
Key Stage 2	4 hours a day

### **Accessing remote education**

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

- We are using **Google Classroom** for their remote learning.

### ***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 will send a parent survey via Survey Monkey for families to complete regarding our online provision and whether or not families are able to access online learning. We take the following approaches to support those pupils to access remote education:

- Printed work can be accessed via the school office for families who request them if you do not have online access.
- Pupils' work can be brought back into school via the school office if you do not have online access. Work will be quarantined for 72 hours before teachers respond.
- We issue or lend laptops to pupils who are unable to collect paper copies or who qualify as a vulnerable family. These have been issued based on the results of the Survey Monkey.
- We issue or lend devices that enable an internet connection (for example, routers or dongles). These have been issued based on the results of the Survey Monkey.

### ***How will my child be taught remotely?***

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

- live teaching (online lessons)
- recorded teaching *from a member of the Courtney staff team*
- *recorded teaching from external providers (e.g. Oak National Academy or White Rose teaching videos) throughout the week*
- 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

### **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?***

- Pupils are expected to submit at least one piece of work daily.
- Pupils are expected to attend the live sessions.
- Pupils should, where possible, be able to complete work independently.
- Parents are expected to support children in maintaining a positive learning routine.
- Parents are expected to support children in accessing their learning online.

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

- Live sessions will be monitored and registers taken.
- Work and the quality submitted will be monitored daily.
- Staff will contact pupils via phone calls weekly.
- Staff will engage with children during the usual school hours between 8:40-3:15: *through comments made on Google Classroom.*
- Where engagement is a concern, SLT are informed and meet weekly to discuss. The Family Link Worker in the first instance will make contact with families to discuss. If not improvement in engagement is identified a member of SLT will be in contact via email, telephone or a home visit.

***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:

- Feedback will be based on year group expectation and will be via email, phone call or messaging (available on google classroom)
- Pupils will receive daily feedback on at least one piece of work.

***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:

- SENDco liaises with staff to discuss the provision for children with SEND
- Teachers continuing to work on outcomes for EHCP
- The quantity of phone calls needed will be judged on a case by case basis with the school taking the lead from parents as well as consideration as to whether they are in school.

***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?***

- Work will be available for the child from their second day of isolation.
- There will not be live or pre-recorded materials from the teachers.
- A member of staff will contact the child during the week.