

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 where national or local restrictions require entire cohorts to remain at home.

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 event of a prompt need to move to remote education, reading should be prioritised at home. Children should immediately access provision on the Oak Academy site.

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?

As much as is possible and practicable, we will try to teach the same curriculum as we would in school. There are some subjects where this will not be possible and some adaptations will be made. This will be the case when materials and resources cannot be matched in the home situation, such as PE, Art, DT and practical science. In these cases, we will direct parents and carers to tasks which provide the same content but can be delivered remotely as much as is possible. Fitness and exercise may be signposted in place of curriculum-planned PE.

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:

EYFS	We would advise that children work in blocks of 30 minutes maximum with a brain break between – including some kind of movement. In line with the EYFS Curriculum, children should spend most of this time learning away from a screen. A small amount of screen time is acceptable but this should be no more than an hour and should be broken into shorter sessions such as 15 minutes.
Key Stage 1	We would advise that children work in blocks of 50-60 minutes with a brain break between. If children are

	<p>working on a screen the break should be away from a screen.</p> <p>We would expect children to be able to work for up to 5 hours per day, with appropriate breaks.</p>
Key Stage 2	<p>We would advise that children work in blocks of 60 minutes with a brain break between. If children are working on a screen the break should be away from a screen.</p> <p>We would expect children to be able to work for up to 5 hours per day, with appropriate breaks.</p>

What are your expectations for my child’s engagement and the support that we as parents and carers should provide at home?

We would expect children to be able to complete several pieces of learning a day. Parents and carers should support children to:

- Find an appropriate place to learn in the home
- Engage with activities
- Seek support when needed from parent or carer
- Seek further support from school, if needed
- Take appropriate breaks, including water breaks, snack breaks, mealtimes and physical exercise wherever possible

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

If the rest of the school is learning on site, a weekly check will be made (this will include a phone call). If all or a majority of classes are learning remotely, children may receive calls more often but at least once a week and staff (not necessarily the class teacher) will follow up learning set.

If your child is not engaging, a member of the team will be in touch to talk to you about how this might be improved.

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 Children will be given feedback on submitted work to enable them to know what they have done well and any next steps.

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 special educational needs we may offer a place on site.

We will talk to you about appropriate activities and resources for your child, arranging for these to be supplied from the school as appropriate.

Younger children will be provided with an opportunity to access materials for learning, including counting materials and marking making materials.

The school has a large number of devices which can be sent home so that no child is disadvantaged by a lack of technology.

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?

Staff will direct pupils to learning which will mirror, as much as is possible, the learning which is happening in class. Knowledge organisers and specific links to Oak Acadmey resources will be signposted to support the best coverage.

If an individual child misses a block of learning the staff will consider – on return – how the child might best catch up. Our learning is re-visited on a frequent basis and therefore children will have opportunities to build upon prior learning appropriately.