

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 (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?

If a child is isolated from school i.e. the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work, ensuring immediate opportunity to continue their learning. This measure will afford teachers a short time to prepare their remote learning resources in the event of a longer isolation period.

In the event of a positive Covid-19 test result, where a pupil must self-isolate, learning will transfer to the online learning platform from the third day of absence.

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. For example, where specialized resources are required but may not be available at home.

The work provided must reflect the timetable as if pupils were in school. This includes at least one math and English lesson daily, and at least one of each of the Foundation subjects during the week.

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	At Camrose we are following government guidance which recommends 3-5 hours
Key Stage 2	At Camrose we are following government guidance which recommends 3-5 hours
Key Stage 3 and 4	Not applicable

Accessing remote education

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

Google Platform - Gsuite for Education
Online tools include: Google Classroom / Docs / Slides / Forms / Sheets
Storage: Google Drive

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:

- School-owned laptops will be issued to pupils and signed for by parents when collected. Parents and carers can find more information about this by calling the office on 02089523272
- We will provide printed materials as a last resort after: the offer of a laptop, training and support or in school provision. Those issued with printed materials are set a week's work and will deliver completed work when they collect the next pack
- Pupils can submit work to their teachers as above or they can post work to the school

How will my child be taught remotely?

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

- *Live teaching* – We do not provide live online teaching lessons and the reasons behind this have been shared with parents via letter
- *Recorded teaching* - Alongside the Oak National Academy lessons, we provide regular pre-recorded teaching videos. These include: for EYFS short clips for storytelling and phonics. Teachers weekly record their faces and voices so that children in the EYFS can see them. In KS1 and KS2 teachers record short video clips of instructional videos where they model and share expected outcomes. They also record regular motivational clips to encourage children to continue to work remotely. The Google Classroom Lead provides video recordings to support children and parents/carers on navigating the platform and as and when queries arise
- *printed paper packs* - We will provide printed materials as a last resort after: the offer of a laptop, training and support or in school provision.
- Work in line with the current school day and curriculum
- It may also be that some pupils who have difficulty engaging in remote education may be considered to be vulnerable children, and therefore eligible to attend provision in person. As outlined in the guidance, this is a decision based on local discretion and the needs of the child and their family, as well as a wide range of other factors
- *textbooks and reading books pupils have at home* - Teachers are providing either visuals of reading extracts or links to electronic books. The librarian also regularly provides a list and links of reading for pupils to access at home. Previously used Reading, Maths and English homework textbooks have been given to children to use at home
- *commercially available websites* - A range of websites are used to support the teaching of subjects, alongside YouTube. For example: Discovery Education, TimesTables Rockstars, Learning Village etc.
- *long-term project work and/or internet research activities* – We are not focussing on long term projects through remote learning

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?

Expectations for pupils' engagement with remote education

- Be contactable during the school day – although they may not always be in front of a device the entire time
- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers or teaching assistants via Google Class messaging, phone or email.
- Alert teachers if they're not able to complete work

Expectations of parental support, for example, setting routines to support your child's education

- Make the school aware if their child is sick or otherwise can't complete work
- Ensure that their child is completing the work set and deadlines are being met
- Seek help from the school if they need it
- Be respectful when making any complaints or concerns known to staff

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

- Teachers will monitor the engagement of pupils through the 'turned in' facility of Google Classroom
- Teachers are expected to share feedback with pupils for each piece of work using the Google Classroom feedback message box and voice messages
- Feedback on completed work must be given within 36 hours of the work being completed / end of the particular lesson
- Teachers will check pupil's engagement daily and send reminders to either the whole class or those not engaging daily via the Google Classroom class stream
- Completing fortnightly analysis of pupil engagement for school leadership

Where engagement is a concern:

- Teachers are expected to make regular contact with pupils who are not in school for a prolonged period – over 5 school days. They should do so using emails, the Google class messaging / google meets or phone calls
- Teachers are expected to respond to queries via Google Classroom or emails from parents and pupils within 24 hours, where possible. Responses should NOT be made outside of working hours
- Behavioural issues, such as failing to complete work shall be dealt with through discussions with parents over the phone, weekly

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:

The methods we will use to assess and feedback on pupils' work:

- Tests
- Quizzes
- Questions
- Independent work
- Private messaging / marking with notes
- Pupils will receive feedback on all work set by their class teacher. This will be in the form of either: private message, detailed marking of work with written notes, verbal audio recordings or in the case of quizzes marked automatically

How often pupils will receive feedback on their work:

- Feedback on completed work will be given within 36 hours of the work being completed / end of the particular lesson

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:

How we work with families to deliver remote education for pupils with SEND

- SEND are provided differentiated work through Google Classroom either by the class teacher or teaching assistant assigned to support them
- EHCP children are invited and encouraged to take up in-school provision
- SENCO
- TA/HLTAs
- SALT provision
- Learning Mentor
- Regular communication - telephone contact

How we work with families to deliver remote education for younger pupils, for example those in reception and year 1

- Google Classroom Lead - videos
- EYFS – regular video clips to support teaching and learning - modeling techniques and strategies as well as face-to-face contact via video recordings
- Regular phone contact
- Emails
- Guides

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?

Self-isolating children receive the remote education as described above and are expected to follow their daily school timetable. The processes and measures we have put in place mean that by the third day of absence (at the latest) the child will transfer to the online learning platform. If the child is sent home from school to either receive a test or self-isolate as someone in the household is being tested, they will leave school with a pack of work, ensuring immediate opportunity to continue their learning.

Immediate feedback and support will not be available as the teacher is teaching in school but they will aim to respond within 24 hours.