

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?

All of our pupils are able to access the learning that is taking place in their classroom at any point through our eSchools and tapestry platforms. Those families who we are aware are not able to access these will be provided with alternative appropriate resources, linked to the learning on-line and in school.

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. Teachers will set work following the usual timetable for the class, had they been in school. They will continue to teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

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:

We will provide learning resources which replicate those in school, so all pupils will be able to access a full school day.

Accessing remote education

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

All pupils have been provided with a link to their on-line learning which is kept in their learning journal. Parents can also contact the school and request this login.

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:

Some pupils may be eligible for laptops provided by the Government, and these will be distributed to the school. Printed resources (which mirror those on-line) will be provided to those pupils and can be returned to the school for review by teachers. Teachers will undertake telephone contact with these pupils to provide any additional support needed.

How will my child be taught remotely?

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

- Live and recorded teaching sessions(e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- supporting pupils to continue their planned curriculum on eSchools, updated weekly by teachers.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- supporting learning through pupil submission and review by the teachers, as well as telephone calls home and further support for vulnerable pupils.

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?

Staff can expect pupils learning remotely to:

- Complete work to the deadline set by teachers
- Seek help if they need it, from teachers
- Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it. Make contact initially by email or phone call to the school, where help can be directed.
- Be respectful when making any complaints or concerns known to staff
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How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

- All teachers will be available for the school's normal opening hours and will respond to child learning directly at least once every two days.
- If there is a concern around the level of engagement of a pupil/s parents should be contacted via phone by the class teacher to see if school intervention can assist engagement.
- Concern around children who cannot be reached should be shared with HOS/AHOS and will be directed to INCO or FSA as appropriate.
- All parent/carer emails should come through the school admin account beechwood.office@discoverymat.co.uk, oakwood.office@discoverymat.co.uk or westonmill.office@discoverymat.co.uk.

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:

- Work to be marked/feedback delivered within at least 2 days of submission. Work received at the weekend will be marked on a Monday.
- Weekly timetabling will show use of this feedback by supporting gaps or supporting individual children by adapting provision and learning set.

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:

- SEND – work will be differentiated or scaffolding to provide extra support as part of the main outline for the lesson. Separate work can also be allocated to certain children if required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the Head of School and other organisations to make any alternate arrangements for pupils with EHC plans.
- Continuing with remote support for EHATs where possible alongside outside agencies.
- Monitoring SEND online engagement and learning from eSchools and contact sheets.
- For those children in reception, learning will be supported through our Tapestry programme, which all parents have access to. Additional resource links can be found on the school's website.

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?

Those pupils who are self-isolating are able to access the same materials and learning options as identified above.