



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?

In the first instance the pupil will be sent home with workbooks and tasks which continue on from the learning taking place in school. They will be signposted to the home learning links on the school website which include videos and links to presentations for that week's learning.

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, remotely pupils will be able to access video links and power point presentations which may not be used in the classroom due to the class teacher being able to demonstrate and model instantly. Consideration will be taken regarding what resources they have at home (E.g. printer)

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	Number of hours - there are <u>minimum expectations</u> for remote provision. Reception - less than 3 hours a day but no specific minimum expectation. KS1 - 3 hours a day KS2 - 4 hours a day
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Accessing remote education

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

Through our school website. http://www.aqueductprimary.co.uk/ Through ClassDojo. www.classdojo.com Through Purple Mash. https://www.purplemash.com/sch/aqueduct Through Times Table Rock Stars/Numbots. https://play.ttrockstars.com/auth/school/student
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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:

- If we are made aware that parents do not have a suitable device at home, one can be allocated on loan. An agreement is entered into and signed by the parent and a personal account is created in the child's name in order to access and use the device.
- If a parent has a suitable device but does not have internet connection, as a school we can apply to the DfE for a router or dongle which can be arranged and loaned.
- Printed packs of work can be collected from school from the main school office. These completed packs can then be dropped off at school at the end of each week and a new pack can be collected.

How will my child be taught remotely?

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

Remote teaching when the school is fully open to all pupils.

- If an individual child must isolate during full school opening, live lessons will be available for them to join remotely using Microsoft Teams so that the child can join in with their normal class and teacher for each lesson.
- A timetable for remote learning links to other resources including video recorded or audio lessons will be uploaded weekly on to the main school website.
- Normal home experiences are encouraged to continue with examples uploaded to the child's ClassDojo portfolio.

Remote teaching during a lockdown.

- recorded teaching (e.g., Oak National Academy lessons, BBC Bitesize live lessons, White Rose Maths presentations and video/audio recordings made by teachers and uploaded on to the website and ClassDojo)
- printed paper packs produced by teachers (e.g., workbooks, worksheets)
- textbooks and reading books pupils have at home.
- commercially available websites and other media that supports the teaching of specific subjects or areas, including video clips or sequences. (e.g., BBC Bitesize)

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?

It is expected that pupils access the work allocated to them.

Work is set on all platforms at least once a week with ClassDojo comments being updated daily so that parents can ask any questions and check expectations.

The work allocated to pupils is a mixture of independently accessible work and work which may need some support from an adult.

It is suggested that parents use the home learning timetable on each class page (via the website) to help them to follow a timetable for their child to support their normal routine.

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

Purple Mash 'To Do' tasks can be submitted and marked when accessed. Teachers will be able to see who has accessed these tasks and when they are completed.

The TTRS tasks are allocated on a weekly basis and build on previous tables learned. The teacher will be able to see who has logged on and accessed the tasks set.

Class teachers can see who has viewed the ClassDojo posts uploaded and work is submitted to each child's portfolio. These are approved by teachers once submitted.

Access to remote learning tasks are checked daily and a record is kept which shows who has accessed and completed work and what has been accessed and completed.

Class teachers will contact families at least once a week. If no contact can be made on multiple occasions throughout that week, a home visit may be conducted by a member of the school's senior leadership team (SLT).

Vulnerable learners will be contacted at least twice weekly by our Inclusion Support Manager and DSL.

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. Our approach to feeding back on pupil work is as follows:

Purple Mash 'To Do' tasks can be submitted and marked when accessed. Teachers will be able to see who has accessed these tasks and when they are completed.

The TTRS tasks are allocated on a weekly basis and build on previous tables learned. The teacher will be able to see who has logged on and accessed the tasks set.

Class teachers can see who has viewed the ClassDojo posts uploaded and work is submitted to each child's portfolio. These are approved by teachers once submitted.

A record is kept by each child's class teacher of the work completed and evidence of understanding and completion is recorded and considered ready for when the children return to school.

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 a child is being taught a bespoke curriculum outside of their cohort or receives differentiated adult support in school to address a particular need linked to their primary area of need, we will support in at least one of the following ways.

- A bespoke work pack may be created and delivered to your child to be completed at home using any resources they may need.*
- Individual tutorial videos will be uploaded to their ClassDojo portfolio from their class teacher or allocated support staff member (E.g. daily phonics sessions or practical maths tutorials)*
- Allocated online learning task links to a different year group cohorts work, suitable to each individual child.*

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?

Remote teaching when the school is fully open to all pupils.

- If an individual child has to isolate during full school opening, live lessons will be available for them to join remotely using Microsoft Teams so that the child can join in with their normal class and teacher for each lesson.*
- A timetable for remote learning links to other resources including video recorded or audio lessons will be uploaded weekly on to the main school website.*
- Normal home experiences are encouraged to continue with examples uploaded to the child's ClassDojo portfolio.*
- A printed work pack can be collected from school which links to that week's learning in school.*