

Remote Education Provision – Information for parents

Restricting attendance during the national lockdown: Guidance for all schools in England – DFE January 2021

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and **will include both**

- **recorded or live direct teaching time, and**
- **time for pupils to complete tasks and assignments independently.**

The amount of remote education provided should be, as a minimum:

Key Stage 1: 3 hours a day on average across the cohort, with less for younger children

Key Stage 2: 4 hours a day

- We teach the same curriculum remotely and in the same sequence as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, the PE curriculum can not always be taught remotely in the same way it is for on site learners due to equipment and space requirements. However, a Virtual PE Classroom has been set up by the Sports Coach and is accessible for all remote learners.

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:

Number of hours –	
EYFS – Nursery and reception	Nursery 3 hours

	Reception minimum 3 hours
Key Stage 1 – Years 1 and 2	5 ½ hours – full school day
Key Stage 2 – Years 3,4,5,6	5 ½ hours – full school day

Accessing remote education

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

Our online remote learning is primarily delivered through Zoom live sessions. However, these live sessions are also balanced with asynchronous (non-live) learning using Class Dojo Y1-Y6 and Parentshare/Evidence Me in EYFS. These platforms are used for setting and receiving work and class-based communications with parents.

Children from Y2-Y6 also have access to Times Table Rockstars, Spelling Shed and Yumu and Oddizzi to supplement 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 take the following approaches to support those pupils to access remote education:

The academy works with all pupils to ensure there are no barriers preventing them from accessing remote learning. This includes;

- Providing data and internet access where needed in order for pupils to sustainably access the remote learning offer.
- Providing home packs which include any stationary and reading books, so that all can access and continue to learn through remote learning. These resources are aligned to and mirror, the digital remote learning programme in such a way so that no pupil is disadvantaged or will experience gaps in their learning.

How will my child be taught remotely?

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

Our remote learning offer; supports teachers in delivering effective remote learning sessions; supports parents during times of school closure or isolation; ensures children are safe and have access to remote learning when needed; supports learning for all children during remote learning.

Pupils will receive;

- The appropriate number of live remote learning sessions in line with age, stage and learning need.
- The appropriate length of live session being in line with age, stage and learning need.
- An effective and informed balance of live and non-live sessions that support learning and engagement.
- Sessions specifically designed for remote learning rather than simply duplicating classroom practice.
- Sessions that support appropriate engagement and interaction.
- Access to devices, the internet, with enough internet data to access remote learning (where applicable).
- Quality feedback.
- Differentiated remote learning in line with their learning needs.
- Appropriate reading books provided to support pupils continued development
- Commercially available websites such as the Oak Academy support 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?

Working together is vital in order to deliver an effective remote learning offer. We expect parents and carers to support;

- Pupil's attendance and access of the remote learning. This should be to the same levels of engagement as when they are accessing learning in the school building.
- Pupil's being on time and ready to interact and learn through timetabled remote learning sessions.
- Pupil's completion of tasks and the submission of these to the teacher. This will allow assessment and feedback to support further learning.
- Pupils with an area at home to work, that is as quiet as possible, removing distractions for the remote learning to take place.
- Sessions not being disrupted, including anyone else in the household contributing to the session.
- Sessions not being videoed or photographed.
- All stakeholders by raising any issues or concerns with the academy.
- Pupil behaviour, so that it is in line with academy expectations while accessing remote learning.

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

Attendance of remote learning will be taken at appropriate intervals during the day. At times of absence due to any technological issues or barriers;

- The academy will be in touch that day to discuss and support addressing these barriers ahead of the following day's sessions.

Where there has been absence not due to technological barriers;

- The academy will make a phone call to the home. These checks and calls will be performed daily in order to check welfare of pupils and support pupils' engagement in learning in line with expectations.

At all stages we will work together with parents, carers and pupils to support their engagement and attendance. We will offer support and advice to parents and carers whenever it is required.

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:

Pupils receive feedback in several different ways. These are balanced and appropriate to support teacher, pupils and purpose. These may include;

- In the moment feedback during live sessions, through teacher / pupil interaction.
- General marking of work submitted/ uploaded through the Feedforward approach.
- Verbal feedback, sent through a recorded message attached to the pupil's work.
- Video uploaded to Class Dojo/ Parentshare which identifies misconception with teacher modelling how to address this misconception.

Feedback is a vital part of engaging and supporting learning and wellbeing during remote learning.

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:

At all stages, learning is personalised to meet the needs of individuals.

Technology and platforms ensure that differentiation and bespoke support is not limited or hindered.

Support will be provided to ensure, where possible, all can utilise the technology to support their learning.

Where technology itself might prove a barrier for specific learning needs, appropriate and effective alternative will be provided.

Whilst the academy draws on the trust capacity and expertise, the academy will also liaise with wider professionals, such as SENIT, Speech and Language therapist, CAMHS, Garforth Extended Services (GES).

GLPA

- works with families to deliver remote education for pupils with SEND.
- will ensure that all pupils, including those with SEND, will have equality of access to the full curriculum offer through remote learning.
- will respond to those parents / carers who are not able to overcome the barriers to learning for their child/children and offer some on site learning opportunities and/or use of breakout rooms on Zoom to offer 1-1 support and additional guidance and teaching.