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?

Remote Learning at Tedburn St Mary School will begin on Microsoft Teams and Tapestry for our Reception on day one and two (see details in the next section).

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. Any areas in our long term plans by particular classes that can not be covered will be re-planned into our curriculum next year.

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	3 hours per day
Key Stage 2	3 hours per day

Accessing remote education

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

All pupils have a log in for Microsoft Teams. They will be set work that can use Microsoft OneNote/TEAMS files. All files/assignments will need the internet to view, but can be completed either 'online' (on a computer or device) or 'offline' (on pen and paper).

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:

We can lend laptops or tablets to pupils if technology at home is prohibitive. Please email the school for more information.

We can apply for support for families with no/poor internet connections at home. Please email the school for more information.

Parents can collect exercise books, pens and pencils and reading books from school at any time. Please email the school to request a reading pack.

Pupils should submit work on Microsoft Teams. However, if pupils have difficulties with this, please speak to your child's class teacher to arrange how to submit work.

If all avenues of support have been exhausted, your child may be offered a school place under the 'vulnerable' category. This decision will be made by the Academy Head.

How will my child be taught remotely?

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

All work will be set via Microsoft Teams. This will consist of at least three subjects – English (which could include writing, reading, phonics, spelling, vocabulary and grammar), Maths and Topic (non-core subjects). Pupils will be set assignments via Teams in the subject areas.

The delivery of these lessons includes:

- Scheduled class sessions/assemblies and some live sessions

- Pre-recorded teaching by teachers or others (e.g. White Rose Maths/Oak Academy) daily

- Activities that can be done online or printed if desired.

- Reading books available online or packs can be made if requested.

- Daily PE sessions from 9am – 9:30 led by the Link Academy Trust PE Team. Weekly PE sessions led by PE teacher linked to Curriculum coverage/skills.

- Teachers & teaching assistants will carry out 1:1 reading or small group sessions with some 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?

- We expect all pupils to engage in all lessons set unless issues preventing families have been discussed and agreed with the child's class teacher or the Academy Head.

- We expect parents to support pupils with logging on to devices and accessing work. We expect parents to support pupils with remote learning where they can but recognise that many parents are also working and so we know individual support may not be possible at all times.

- Teachers and teaching assistants will call pupils who are not engaging with the aim to support them in accessing the work we set.

- For families that are finding remote learning challenging, we recommend attending to **phonics and maths as a priority in EYFS and KS1** and **redaing/writing and maths as a priority in KS2**.

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

- We will check pupil engagement daily by looking at if they have viewed or handed in their assignments on Microsoft Teams. If pupils cannot access Teams but are completing the work, ways to check engagement will be agreed by the child's class teacher or Academy Head.
- If there are concerns around children's engagement, children and parents will be called on Teams, via the phone or email & supported to reduce barriers to learning.
- If there is no further engagement, this will begin a protocol around safeguarding regarding preventing children from accessing learning.

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 will receive feedback via the assignments on Teams. Sometimes assignments will be returned to draw a pupil's attention to the feedback. Pupils will also be messaged on Teams and video called to support them, if required.

Pupils should receive some form of daily feedback on work, and feedback every 2 days as a minimum.

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:

- Parents of children with SEND will be contacted to arrange how their child can be supported at home. SENDCO weekly check in sessions with children/families.

- Parents and children who are finding remote learning challenging for any reason should contact their child's class teacher in the first instance, followed by the Academy Head. Support will be offered as soon as possible.

- Parents may self-refer to the Link Academy Trust's Inclusion Hub for support with behaviour, well-being, mental health, parenting etc.

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?

The approach will be the same as above.