

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 document.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education?

From the first day of learning at home, we aim to teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. This means that your children will learn the same subjects at home that they learn at school, and we will generally follow the normal weekly timetable. However, we have needed to make some adaptations in some subjects; for example:

Where art and/or DT requires particular resources, adaptations will be made to enable children to access these objectives online where possible; if the resourcing implications prevent particular aspects of learning being taught online, we make decisions around what we prioritise needs to be taught in school and what can be taught at home.

PE - one of the key aspects of PE in schools is the opportunity to work with and against others, depending on the learning. We will use any period of remote education to prioritise fitness and physical activity.

Computing - some of our computing curriculum relies on particular software; we will prioritise learning at home that does not require specialist software but is part of our intended curriculum, changing the order in which we teach certain elements of computing.

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 between 3-4 hours in key stage 1, and between 4-5 hours in key stage 2.

Accessing remote education

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

Children will access their learning via Google Classroom (Reception - Year 6) and Tapestry (Nursery and Reception).

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:

- All parents/carers will be invited to take part in a survey, indicating whether their children have access to an internet enabled device. A decision will then be made by the headteachers to allocate devices to pupils and collection arranged with the school.
- School staff will keep in regular contact with families, and refer any issues relating to online access to the school's leadership team to liaise with the family as to how the school can provide further support
- Parents/carers will be informed of the availability of increased mobile data allowance and 4G wireless routers in order for children to access the internet from home.
- Parents and carers will be encouraged to support their children to access their learning using online platforms in the first instance. Individual requests from parents for printed materials will be addressed on a case by case basis by the school's leadership team.
- Remote Learning Assistants are available in several ASSET schools and they also offer an out of hours service to families. In Ipswich a number of services are available through the Opportunity Area website to outreach to families.

How will my child be taught remotely?

We aim to provide the elements of effective teaching in any remote provision, such as clear explanations, modelling, scaffolding and feedback. Some examples of remote teaching approaches include:

- Pre-recorded videos and/or live teaching
- Provision of social opportunities for children and teachers to interact at least weekly
- Individual tasks on the learning platforms
- Targeted individual/small group tuition for pupils who need additional teaching (catch-up)
- Enhanced optional offer - challenges, cultural enrichment, choices for interests
- commercially available websites supporting 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?

We will take a flexible approach to promote learning wherever possible in all homes, but retain the expectation that all children will complete the work set by teachers. We expect parents will want to support even if this might prove challenging for many different reasons, and suggest that parents can help by:

- Giving a structure to the day which has preferably been agreed jointly with their child
- Providing a clear space to sit at a table to work
- Keeping learning as enjoyable as possible - don't force or drill
- Encouraging independence without 'standing over' or 'policing'
- Aiming for lots of communication - engaging children in nice, long, sustained chats whenever possible
- Seeing errors and mistakes as opportunities to learn
- Asking children for feedback on their learning and talking about 'next steps' with them
- Having high expectations - expect children to 'surprise you' with what they can do and they will!
- Maximising opportunities for reading eg put subtitles when possible, encourage reading every day
- Sharing books and stories - reading aloud, encouraging older siblings to run a storytime, bedtime stories, etc
- Making the school aware if your child is sick or unable to complete work
- Seeking help from the school if you need it

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

Our teachers and support staff will be online during school hours, and will quickly notice whether a child is engaging in their work. Should there be a concern over engagement, school staff will contact parents by telephone in the first instance, and we will look to work together to find a solution to non-engagement. Support might be available from other agencies and schools will keep parents informed and ask for consent where necessary.

How will you assess my child's work and progress?

Feedback may take many forms, but children will receive feedback of some kind on the majority of work submitted, generally through a personal response on the learning platform, but also through whole class feedback or quizzes marked automatically on the platform.

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:

- Put in place reasonable adjustments as necessary so that all pupils can successfully access remote education alongside their peers
- Provide families with regular feedback from class teachers and teaching assistants for children's remote learning
- Regular phone calls to answer any questions about online learning and to monitor wellbeing
- Provide support for families where needed to manage remote learning
- Class teachers and teaching assistants liaise with the SENDCo consider the needs of the children when planning and delivering remote learning and will alter the delivery of lessons accordingly
- Class teachers and LSAs provide differentiated learning opportunities in all lessons to ensure that all children are able to access their learning
- Provide resources for children that would usually receive specific intervention in school

Support for younger pupils:

- pre recorded videos to support children to learn at times that suit them and their families best
- Shorter videos to ensure children maintain concentration throughout (sometimes addressing parents within these in a support capacity as needed)
- Explicit modelling of the tasks we are asking children to complete to give them ideas for how they can approach their learning
- A series of short tasks and learning activities which reflect the structure of the day they would have in school - meaning consistency remains
- Clearly explained vocabulary for the children and families
- User friendly platform - Tapestry - to ensure ease of communication and support for families in getting help for their young children, should they need it

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, we aim to take the same approach described above. Support from school will be provided on a case-by-case basis, but may be more limited in nature as teachers' time will be taken up with those in school.

An individual pupil's first day of being educated remotely might look different from our standard approach, while we take actions to prepare for unexpected individual isolation. As a minimum, on the first day of isolation, we will provide information advising parents of the learning that should be done that day; from day 2 onwards, we will provide access to the same learning other children will be doing in school. Although the level of adult support online will be reduced in this eventuality, we still aim to provide feedback on work.

We work closely with families during any period of isolation and expect that children will return to school at the earliest possible opportunity. Work will not be provided for children when they are expected to attend school and parents have chosen to keep them at home.