



Remote Education Provision

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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?

Day 1	Child is absent for testing/ family testing/national lockdown
Day 2	There is some form of work added for the child for the next day, ready for the start of the school day.
Day 3	The full remote offer is available.

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.

Year Reception

Physical Development	We have Crossbar lessons in school. At home, children have been sent links for Joe Wicks, Cosmic Kids, https://www.getset4pe.co.uk/
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Year 1

PE	In school, pupils access the Crossbar team. At home, children have been sent links for Joe Wickes and Cosmic Kids Yoga at home.
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Year 2

PE	In school, pupils access the Crossbar team. At home, online links are being provided or recorded lessons from crossbar.
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Year 3

PE	In school, pupils access the Crossbar team. At home, YouTube links have been provided using Crossbar YouTube, Joe Wicks, Just Dance and Cosmic Kids Yoga.
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Year 4

Art	Colour unit adapted for use at home so that home learners can use whatever medium they have available.
Computing	Home learners have been provided with BBC bitesize links to cover similar objectives as school about networks and network systems. Additionally, Dance Mat Typing from BBC bitesize has been sent to enhance IT skills for home learners.
DT	Switches and circuits. To be covered 2 nd half term. Home learners will be provided with some IDEA, video clips and designing tasks.
French	In school, we are following Twinkl units and at home we have provided links to BBC bitesize for the corresponding lessons so that key vocabulary can be heard and learnt.

PE	In school-hockey, basketball and general fitness and at home links have been sent for general fitness (CBBC) throwing and catching, and https://www.getset4pe.co.uk/
RE	Understanding Christianity unit has been adapted and made more concise so that children at home can discuss the key questions and access similar Bible materials.
PSHE	Home learners- Daily PowerPoints from ELSA uploaded with some quick daily activities and a daily well-being check too, which the children fill in when they sign in.

Year 5

PE	In school, pupils access the Crossbar team. At home, YouTube links have been provided for a 40-minute PE lesson.
PSHE	Providing additional resources for self-reflection and mental well-being at home.

Year 6

PE	In school, pupils access the Crossbar team. At home, children have been sent links for Crossbar videos on YouTube, fitness tasks and https://www.getset4pe.co.uk/
PSHE	Home learning- Following Oak PSHE but in addition have added some 'wellbeing Wednesdays' activities for screen breaks at home. In school, they're having additional wellbeing chats.

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	Department for Education (DFE) has set minimum provision expectations. Key Stage 1: 3 hours a day Key Stage 2: 4 hours a day
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Accessing remote education

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

We are using Microsoft Teams as our digital platform. This is accessed via Office365.com and with the passwords and usernames supplied by school. This is used for delivery and feedback. We are also using a year group email for parents to correspond with the teachers.

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:

School has received a total of 11 devices to support with remote learning from other organisations. This includes: - 1 second hand device from Telford and Wrekin Local Authority - 10 new devices from the DFE.

We have currently loaned out 63 devices from our school stock.

Laptops and Internet Access: We still have laptops available to loan from school and mobile internet sticks for those who do not have internet connections at home. For those using mobile internet connections to access home learning, we are now able to access free additional data usage, from some providers, to enable access to home learning. Therefore, if you need help with connections please phone (01952 387980) or email (stpetersbratton@taw.org.uk) the office so we can try and arrange this for you.

Parents will be required to sign a 'Home Use Agreement' which sets out the terms and conditions for loaning a device. The devices will be collected in a socially distanced way from the school office.

How will my child be taught remotely?

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

Each week the teacher will provide a weekly plan on TEAMS (on the posts section) and will set daily work. Each day there will be an assignment set- this should be the first task approached by pupils each day. This should be 'handed in' each day and their teacher will feedback on this assignment. Each assignment will be set on day 1 and the deadline to be completed will be day 2 at midnight- this allows for parent scheduling. Teachers will signpost the video lessons, tasks and classes to use on Oak Academy, as part of their daily learning. Teachers will supplement this and refine it, according to work submitted by pupils. The school curriculum is dovetailed with learning on Oak Academy, however, there are some adaptations to our curriculum, and these are listed at the start of this document. Parents can communicate with their child's teachers via the year group email or via direct chat on TEAMS.

Our main learning approach is using recorded teaching from Oak Academy (We are told that Oak Academy lessons are now zero rated for data usage. Therefore, they shouldn't use any data from your mobile device if you access them in this way.) We are using pre-recorded videos a few times a week with their class teacher on it, so that children see their teacher. We feel this is important, so they maintain their attachment with their teacher. We will continue to develop, refine and evolve our remote learning offer as we all master working in this way.

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?

Each day there will be an assignment set- this should be the first task approached by pupils each day. This should be 'handed in' each day and their teacher will feedback on this assignment. Each assignment will be set on day 1 and the deadline to be completed will be day 2 at midnight- this allows for parent scheduling.

The Department for Education has introduced 'minimum provision' expectations for schools to provide to parents.

Department for Education (DFE) has set **minimum provision** expectations.

Key Stage 1: 3 hours a day

Key Stage 2: 4 hours a day

However, although school has set this provision for parents, we also recognise how difficult it is to home school, complete your own work, manage when the Wi-Fi is not working, manage other siblings or other relatives, manage illness, manage well-being in the home, manage cooking food and the expectation of daily exercise. As a school we would request that parents communicate via email or direct chat on teams and let us know if you are struggling.

As a parent, where do I start?

School is providing a broad curriculum, but we appreciate it can be overwhelming.

Prioritise

Please do the assignment first and hand it in.

We recommend you establish a routine with your child/ren each day.

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

Each day the teacher will check for engagement. If we do not see work is being handed in or parents have not contacted us regarding an issue, then the class teacher will try to contact you through direct chat, email or telephone. If non- engagement continues it will be escalated to the senior leadership team – who will try to contact the parents and help resolve any issues.

We currently have 91% engagement.

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 teams on the assignment set. Your child may also receive feedback via direct chat or email from the class teacher.

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:

Work is differentiated to meet the needs of pupils by the class teacher. Each child will be supported by the SENDCo as required, for example, paper copies are provided for those who require paper-based materials.

For pupils in Year 1 and Reception, the tasks provided meet the needs of the children on remote learning.

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 remains the same.