

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

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 where appropriate. However, some adaptations may need to be made in some subjects, depending on content.

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	In Year 1, three hours each day In Year 2, three hours each day
Key Stage 2	In Years 3 and 4, four hours each day In Years 5 and 6, four hours each day

Accessing remote education

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

In EYFS and Key Stage 1, all online remote learning can be accessed through Tapestry.

In Key Stage 2, all online remote learning is via OneNote on Office 365.

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 school has a small number of laptops available for any Key Stage 2 children who do not have access to online learning. These can be accessed via the federation office at the junior school.

Please note that online access is also possible through games consoles, such as Xbox and Playstation.

If you are struggling with an internet connection, we can access wireless routers via the Department for Education. We can also access additional mobile data for some service providers in the same way. Please contact the federation office at the junior school if you are interested in either of these options.

Paper packs are always available for each year group. These replicate as closely as possible the work that is posted online. Paper packs are collected from the respective school offices and can be returned there once completed so that the teachers can look at the completed work. If you would like a paper pack, please contact the office at the school your child is in.

How will my child be taught remotely?

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

We use Tapestry for remote learning at Colman Infant School. We use a variety of approaches, including recorded teaching of Read Write Inc. phonics, video and audio recordings of teaching staff explaining concepts, teaching staff reading stories as well as sharing of additional links for support. Teachers may use videos from YouTube, Oak National Academy and BBC Bitesize. Tapestry allows parents to contact teaching staff directly and is monitored daily. Teachers also offer Zoom meetings with their classes most days so that personal contact is maintained.

At Colman Junior School, remote learning is provided via OneNote on Office 365. Again a variety of approaches are used, including daily videos from teachers to set up the learning for each day, video feedback from teachers, additional resources and collaboration space for class discussion. Teachers may use videos from YouTube, Oak National Academy and BBC Bitesize. Each pupil has an individual folder with differentiated work for each subject to be completed. OneNote is monitored by teaching staff daily. Teachers also offer Zoom meetings with their classes most days so that personal contact is maintained.

Children in the Deaf Resource Base receive additional support remotely from their teachers of the deaf, including direct teaching via Zoom.

The federation website provides an extensive home learning section which includes films of teaching staff reading books, telling stories, playing games and counting. There is also a section of links to high quality websites for each year group which have been chosen to link with each year group's curriculum.

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 fully acknowledge that remote learning is challenging for parents and carers.

Our primary concern is for the safety and wellbeing of our pupils. We ask that families engage with as much remote learning as they possibly can, but fully understand that this will look different in every home, depending on personal circumstances. Some families will find the amount of work we provide too much whilst others will find the amount of home learning too little. What is most important is keeping and maintaining contact with teaching staff so that positive relationships continue.

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

Teaching staff monitor online access daily and respond directly to children via the online platforms. Completed paper packs are expected to be returned to school for teachers to review. Any issues or concerns that teachers may have will be followed up directly with parents by telephone.

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:

At Colman Infant School, feedback is provided via Tapestry on individual pieces of work. At Colman Junior School feedback is provided via OneNote and generally takes the form of whole class feedback delivered by video. Children working from paper packs will have their work reviewed by teaching staff when the work packs are returned.

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 for children with additional needs is carefully planned by class teachers in conjunction with SENDCos and any staff that work individually with pupils. All work is tailored to meet individual needs based on the knowledge and understanding we have of each child. Any issues with accessing learning for children with additional needs should be raised with class teachers in the first instance.

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?

Our aim is to ensure that remote learning is available for children who are self-isolating within 24 hours of not being in school. This remote learning will be offered through the same platforms used for whole groups but can also be provided through paper packs. We intend that the online learning will reflect classroom learning as closely as possible but acknowledge that there might be some differences depending on the nature of the learning.