



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?

During the first 1-2 days children will have access to TTRockstars, My Maths, Spelling Frame, Bug Club, Accelerated Reader and will be sign posted to other relevant links such as Oak Academy and BBC Bitesize to support learning at home during this time. Children will also be expected to read each day for the same expected amount as time as when they are in school.

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 are teaching the same curriculum in our in school provision as we are in our remote provision to ensure equity of provision as far as possible. In relation to curriculum the morning is focused on the core areas of learning; Reading, Phonics/Spelling, Writing and Maths. The afternoons focus turns to the Wider Curriculum

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:

FSU	Approx. 2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours
A timetable of the day will be provided to parents to provide support in structuring the day and to keep children in the school routine they are used to; this includes an online registration and end of the day whole class 'catch up'; this could be a story, a whole school assembly, a reflection on the day or a time for teachers to layout expectations for the following days learning.	

Accessing remote education

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

As a school we use Google Classroom as our online platform

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:

Our parental survey has identified families in need of technology and the school has a lending agreement to enable parents to 'borrow' a school device

Teachers know their children and know their family requirements and where appropriate printed materials will be provided. These paper copies of work will be submitted back to school to enable teachers to provide feedback. This will be organised between the teacher and parent as needed.

How will my child be taught remotely?

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

live teaching sessions

recorded teaching sessions, made by teachers

Pre-recorded resources from recognised providers such as Oak National Academy and White Rose. Teachers will use their professional judgement on how and when to use these resources.

Printed paper packs produced by teachers for **identified** children, in consultation with parents.

Reading books: children have access to books that they can borrow from

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?

In this section, please set out briefly:

Our remote learning provision follows the same timings as the children in school. Children are expected to be at registration and at the end of day round up. Registration, as in school, is part of our safeguarding procedures and we need to have 'eyes' on our children. If a child is unwell, parents need to follow the school's normal absence procedures. If a child is not ill but is not at registration, this will be followed up by the class teacher and the office as needed. During this time teachers provide children with a run-down of the day and set expectations. It is also a time for children to see one another and communicate with their friends. Our end of the day sessions provide the children to catch up with their teachers and class mates again and also enjoy a story or whole school assembly.

As in school, remote teaching follows the teaching of the core areas; Reading, Phonics/Spelling, Maths and English in the morning until lunch time. Children are expected to engage with all these aspects of learning, including assigned live guided group work, during this period of time.

In the afternoons the focus is on the Wider Curriculum, alongside identified guided groups. Again, children are expected to attend their guided group work sessions; these session may take the form of a pre teach, catch up or guided read.

Information and expectations in relation to the Wider Curriculum can be found in our Remote Learning Policy and Appendix, and in information provided to parents by their class teacher.

Children are expected to attend all their identified guided groups.

Teachers will provide children with learning that matches their needs and so support independent learning.

In KS2 parents may need to read through instructions and support the child to talk through what they need to do in the tasks given. Once done, the child is expected, to then work on the task on their own as much as possible. Teachers expect children to upload work that contains mistakes; this supports our Assessment for Learning.

To support parents, teachers will make them aware of tasks set that may require some guidance and those that need to/can be done independently. Teachers will provide either written instructions or provide prerecorded explanations and/or modelling of what is expected to ensure parents and children understand what they need to do, in relation to different tasks

In FSU and KS1 children may require more parental support and guidance to complete set tasks. Timings for set tasks and daily learning reflect this need.

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

In this section, please set out briefly:

All teachers use an agreed tracking system to track both engagement and submission of work. Teachers will contact parents directly to discuss any concerns and offer support as needed e.g. no work has been uploaded by the end of the day, or patterns are noticed such as writing tasks are not being submitted but other tasks are.

If engagement levels continue to remain low, teachers will escalate their concerns to their Phase Leaders who will contact parents to discuss concerns and offer support and should the need then arise the Head will become involved.

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:

Verbal feedback in live sessions
Verbal feedback in pre teach/catch up sessions
Written feedback via the 'chat' application of Google Classroom
Written feedback in relation to identified pieces of work; deep marking on 2 pieces a week
Teachers will provide some form of feedback linked to

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:

In this section, please set out briefly:

Teachers will work closely with families and the SENDCO to ensure that the work set matches the needs of the child and supports them to make progress

Children with EHCPs will be offered access to in school provision

Learning for SEND children will be provided in a format that is accessible to the child such as paper copies, play based learning activities, more experiential learning opportunities etc. The work/evidence we expect to be uploaded by parents will reflect this; photos, pictures, adult scribed etc

Provision provided for FSU and Yr 1 will be appropriate to their age and phase and as above will include play based activities and hands on enquiry alongside more structured based learning for core areas such as Reading, Phonics, Early Writing and Maths. Learning remotely will be in line with in school provision.

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?

Please read the 9 page appendix on our website that clarifies what the school will do in differing scenarios.

The Remote Learning Policy and Appendix has been shared with all parents and can be found via this link: <http://www.topsham.devon.sch.uk/remote-learning.html>

Please note the Senior Leadership will continue to evaluate our Remote Learning Provision in line with Ofsted and DfE guidance to ensure we are providing the best quality provision we can. Any changes we make will be reflected in this document.

Thank you for your continued support.