



Shute Primary School

Remote Education Provision

Information for Parents

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?

Whenever children have to have remote learning at home their class teacher will send home detailed information using our online system called 'Tapestry'.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school during lockdown periods.

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	Based on government guidelines we would expect remote education for KS1 children would be a minimum of 3 hours
-------------	--

Key Stage 2	Based on government guidelines we would expect remote education for KS2 children would be between 3-4 hours
Key Stage 3 and 4	

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

We will be using an online digital platform called Tapestry with an alternative platform in case Tapestry is experiencing difficulties called Parentmail or via the school email system.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- If parents don't have laptops/ipads or other digital devices that are appropriate they can request that the school lend a device to help support their child. Parents must fill out a form giving consent that they will look after device appropriately. Please contact the school on admin@shute-primary.org.uk
- If parents don't have online access to resources they can request the school to photocopy the work and provision can be made to collect it from school from a box at the end of the school drive. how pupils can submit work to their teachers if they do not have online access
- Children can submit their work by putting it in the box at the end of the school drive for their child's teacher(s) to collect.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches that might be used at Shute include:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)
- live teaching (online lessons) as appropriate

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:

- expectations for pupils' engagement with remote education

The school expects children to engage daily with home learning activities that is sent if they are healthy and able to.

- expectations of parental support, for example, setting routines to support your child's education

The school expects parents to support their children as necessary to complete home learning activities successfully which includes setting routines.

-

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:

- how, and how often, you will check pupils' engagement with remote education

The school will be checking daily to see if children/parents are engaging in remote education by looking at completed work, accessing on-line platforms and using other forms of communication such as emails and phoning the school. The school will then be contacting parents weekly if children/parents aren't engaging in the home learning given by looking at accessibility taking place.

- what action you take where engagement is a concern, including how you will inform parents and carers

All concerns about lack of engagement will be followed up through phone calls, emails and visits to homes if necessary.

-

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:

In this section, please set out briefly:

- the methods you will use to assess and feed back on pupils' work

We will use our online platform 'Tapestry' to communicate to the child/parents about the pupils' work or other forms of communication as necessary such as phone calls, emails, etc.

- how often pupils will receive feedback on their work

When teachers receive work back they will give feedback as soon as possible.

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:

- how you work with families to deliver remote education for pupils with SEND

The school will contact parents of SEND children regularly via phone calls, emails or through the on-line learning platform to make sure their child with special educational needs is accessing the home learning appropriately for their individual needs. If they are not then the school/teacher will make adjustments to ensure that the child is making progress.

- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

We use Tapestry which is an excellent on-line platform that allows staff/parents at Shute in the pre-school/Reception and Year 1/2 classes to communicate effectively.

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

The work for the child who is self-isolating while the majority of other children in their class are in school will be as similar as possible to the work being done in school. On-line learning resources and activities may be accessed more at home if the child is self-isolating but in all cases the class teacher will be expected to provide learning for the child at home. The class teacher will be expected to be engaging daily through communication (emails, learning platform, phone calls, etc.) with the child/parent who is at home.