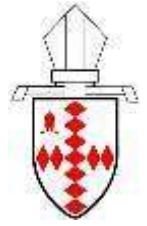




**Remote education provision:
information for parents and carers**



Nutfield Church Primary School

Remote education provision: information for parents

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the event of your child falling unwell due to the pandemic, your child's class or your child's class group closing, remote education using Google Classroom will be available immediately. They can log on using their user name and password (something they have done in class with their teachers). If you have any difficulties please contact your child's class teacher (using their Google Classroom email). They will be on hand to support you. In the event of the class teacher and TA being unwell a member of the senior leadership team will support you.

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 may need to make some adaptations in some subjects. For example PE may be managed in different ways i.e. PE with Jo X3 pw, Science may be more theoretical when dealing with boiling, condensing etc. Adaptions should be made clear through your class Google Meets which will continue to be held daily.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We will do our utmost to be fully in line with government guidance published in the first week of the Spring Term (January 21) which states *'the temporary continuity direction makes it clear that schools have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19). The Direction requires schools to have regard to this guidance. Ofsted inspection will consider the quality of schools' remote education in accordance with the expectations set out in this guidance. The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum: • Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day • '*

Please note that we see 'with less for younger children' to refer to our Reception class. Please also note that remote education will also include directed tasks and/or projects.

Accessing remote education

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

We use Google Classroom as our main vehicle for remote learning. We will also refer to our usual suite of apps and offers such as My Maths, Espresso, and Times Tables Rockstars. We will also use Oak Academy online and many others. This will be clear from your class timetables which can be viewed in your child's Google classroom. All user names and passwords have been passed on to you. However, if you need help with these please do email your class teacher or ask the office to support.

If my child does not have digital or online access at home, how will you support them to access remote education?

Families who do not have devices can contact the school office to ask for help.

We have chrome books which can be lent to children from disadvantaged backgrounds or circumstances.

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.

Some examples of remote teaching approaches:

Google Meets

Delivery of learning packs to children's homes

One to one reading through Google Meet or on the phone (if preferred)

Online lessons

Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

Printed paper packs produced by teachers (e.g. workbooks, worksheets) and delivered to children's homes

Revision books, textbooks and reading books sent home as part of learning offer

Loans of musical instruments and support for those who request this

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

A limited amount of longer-term project work and/or internet research activities

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

As much as you can manage! The Department has set out its expectations for schools as detailed above however we recognise that this is a changing landscape and that your needs are many and varied. We will however encourage you and seek to support you where we can to ensure your child engages. Where this is not possible you may want to discuss this with your teacher or the Headteacher.

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

There are no clear directives from the DfE regarding expectations of parental support. As I have stated in my letters to you all, I would hope that you would try your best and communicate your needs, especially if it is something we can do to change things and make things better.

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

Learning will be reviewed daily. Where there are concerns about your child's achievement or progress or your child's engagement in remote learning the class teacher will contact you. If there is a serious concern the matter will be referred to Miss Woods who will contact you by phone. If you have any concerns please contact the class teacher in the first instance. If your concern is not addressed or you feel there would be a better way for your child to work please do feel free to discuss with a member of the senior leadership team.

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

We will respond to individuals. You should expect your child's learning to be marked each day. This will either be through individual marking or from time to time, through a group message. The former will be the most usual practice. You should never see work unmarked for more than a day. Occasionally teachers may be unwell or on training so do bear this in mind. They will try to communicate this with the children as efficiently as possible in their Google Meets.

Children's work is assessed on an ongoing basis as it usually is in class, and the usual progress checks will be completed internally. Governors responsible will review this with Miss Woods through their termly monitoring of 'Quality of Education'.

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:

- Each child with SEN in our school will be offered the same remote offer. We will adapt according to need in the usual way. If you have adaptations that would be helpful please do let us know. If you would like to discuss anything with us do contact the class teacher, the Senco or the Headteacher
- Increased Google Meet opportunities as requested by families or planned for as part of interventions
- More visual experiences
- Increased offer of support for parents
- Offers of Parent phonic workshops
- Online Reading Program and phonics games (all user names and passwords shared with parents)

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?

If a child is self-isolating (in line with Government guidance related to Covid), provision will be made by the individual teacher. The provision will be made majoritively through Google Classroom, however paper provision in the form of learning packs can be made. This provision will be in line with what learning is taking place in the classroom and will be pitched appropriately for the child/children.