



Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home, or during a National Lockdown.

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?

Pupils and families will have access to our existing online learning platforms:

Early Years: Tapestry and School360

Reception: Tapestry, School360 and Purple Mash

Key Stage 1: School360, including our Google Drive, and Purple Mash

Key Stage 2: Google Classroom, via School360, Google Drive and Purple Mash

All pupils have login information provided when they start attending Ellingham School. Pupil packs of appropriate resources will also be made available to collect from school, including for any pupils who online resources may not be appropriate. Staff will communicate access arrangements via all usual communication routes.

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 breadth of curriculum remotely as we do in school, wherever possible and appropriate. Core subjects, such as maths and English (including phonics) will be given greater learning time. However, we have needed to make some adaptations in some subjects. For example, modifying science experiments, or providing alternative suggestions for Forest School activities.

Remote Teaching, including 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	(The Department for Education sets minimum expectations for remote provision.) At Ellingham we aim to provide: EYFS/Key Stage 1: up to 3 hours daily. Key Stage 2: 3-4 hours daily.
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Accessing Remote Education

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

As above, pupils will have login details for ***Tapestry, School360, Google Classroom and Purple Mash***, as appropriate. All pupils will also be given login details and guidance on how to access digital reading book resources via ***Wheeler's e-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:

If you have any problems in accessing online learning, please let your pupil's class teacher or our school office know. If needed, we can support you by:

- Directing you to how to get additional, free mobile data, or an appropriate router or laptop, if eligible.
- We can provide printed materials if you do not have online access, or if this is more suitable due to, e.g. SEND needs.
- Pupils can submit work to their teachers if they do not have online access, via photograph, in their homework books on return to school or families can drop-off work that can be quarantined before feedback can be given by telephone.

How will my child be taught remotely?

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

Examples of our remote teaching approaches:

- Access to daily learning resources and activities provided on our range of learning platforms, such as Google Classroom.
- textbooks and reading books sent home with pupils, or collected from school
- resources such as whiteboards, clock faces, phonics resources, paints etc. sent home
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- access to digital e-books via Wheelers platform
- recorded teaching (e.g. Ruth Miskin Phonics videos, Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- live teaching rota (online lessons) via Google Meet, but limited due to our poor, rural broadband.

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 expect all pupils to engage with remote learning, whether online or on paper, in line with the DfE expectation for learning time, wherever possible.
- We expect all parents or carers to support their child's education and to ask for support where this is challenging, as we can adjust expectations when needed, or alter what has been provided, when possible.
- Our younger pupils, and those with additional learning needs, will need the most support in accessing learning at home. Advice and support can be given by your child's teacher.
- Where possible, pupils should be supported to have a daily learning routine and somewhere suitable to work (this will vary depending on the pupil age and access arrangements at home).

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

- We will check pupils' engagement with remote education daily. Class teachers keep a record of class engagement and expect weekly submissions of work, as a minimum.
- Where engagement is a concern, your child's teacher will contact you either via our learning platforms, by email, telephone or FB Messenger.
- If there continues to be a concern, the Headteacher/Designated Safeguarding Lead will attempt to contact you; if suitable contact is not made then further action can be taken, such as informing the Education Welfare Officer, or Children's Services if concerns are serious.

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:

- Class Teachers will use learning platforms to give feedback, such as digital marking/commenting on work submitted on Google Classroom or Purple Mash.
- Messages and comments to pupils and families, e.g. via Tapestry, Facebook Messenger or by telephone.
- We will give feedback during live video sessions, where possible.

Additional Support for Pupils with Additional 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:

- We will deliver remote education for pupils with SEND, in liaison with their families and in line with their EHCP, Pupil Profile or Individual Support Plan. We are happy to support families to find ways in which to minimise challenges for them delivering learning at home.
- We use the Tapestry app to support families in delivering learning to our Early Years pupils. We also provide learning packs to supplement online learning provision, such as practical maths resources and phonics reading books.

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?

Pupils who are self-isolating will be provided with online access to a minimum of 3 hours of daily learning, in line with that provided in school to their peers. This will use the same approaches as previously described, such as via our online learning resources or pupil learning packs.

As homework is now routinely accessed by families using our online platforms, this would be our preferred method, particularly at Key Stage 2, as digital feedback and marking is available.