

The remote curriculum: what is taught to pupils at home

Remote Provision during the first lockdown back in March was based around a suggested menu of activities. The curriculum was reduced for everyone but the provision was the same for everyone at home as well as those in school.

We adjusted our response to Remote Provision soon after, just in case of any further spike in numbers and subsequent lockdown. We also tested this out with teachers running their classrooms from other parts of the school and the children logging in to Google Classroom and familiarising themselves with the suite of software.

January's Remote Provision was a success with all of our children logging in and taking part in daily Meets. We had this up and running on day 1 of the 'surprise' lockdown and we had full attendance that day with all families aware of the curriculum, provision and protocols by day 2.

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

We have issued 'Just-in-case' books to our children so that they can use these for their work, but we have also got login information for all software in reading and homework diaries so they can access information at home.

We also have email address, as well as obtained permission from all parents to subscribe them to the school's blog so that we can communicate immediately what we are to put in place. We have also got Google G-Suite completely enabled and set-up with all children in the correct classes.

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 have needed to make some adaptations in some subjects due to being unable to leave the house or specific resources not available.

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, which includes both remote teaching and independent work, will take pupils broadly the following number of hours each day:

Key Stage 1... 3 hours each day

Key Stage 2... 4 hours each day

Accessing remote education

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

Everything will be posted online using our well established Google Classroom. All login details are in books that they have home, although Class 4 have been allowed to change their passwords.

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

We have already established this year which of our families either have no technology for accessing home learning, or limited access due to other family members using it – either siblings also doing remote learning, or family members working from home.

We will also ask, at the onset, for families to get in touch if they meet these criteria.

We will ask each week if parents need resources, book packs or paperwork printed out and we have a system established at school now where they use the front doorway to drop and collect items.

How will my child be taught remotely?

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

- Live teaching (synchronous online lessons).
 - Reception have 2 each morning, for phonics and maths.
 - Class 1 (Years 1 and 2) have one Meet each morning
 - Class 3 and Class 4 have a Meet for English and a Meet for Maths each morning, plus have several group Meets for Reading sessions through the week.
- Recorded teaching (asynchronous online lessons)
 - All 4 classes provide these at different points of the week, depending on the activity or subject
 - We will only dip in to online resources like Oak Academy and BBC if they link appropriately and are required.
- Printed paper packs produced by teachers
 - Book packs are made for several children
 - Workbooks and worksheets are also purchased or printed
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
 - We mostly use White Rose Maths to support our maths, but we also use My Maths, Times Tables Rock Stars and Nessy
- We also set well-being activities that involve their own craft ideas or physical activity outside.

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?

Schools are still open and our role is to provide remote learning for all children. We're also tasked to make sure that children are safe, well and actively taking part in learning.

We have asked parents to help and support their children so that they are up and ready for online school, attend the first Meet of the day (mostly at 9am) and submit their work at the end of the day. If we don't have submitted work, then we don't know how best to plan for subsequent lessons.

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

We can do this quite easily during Meet sessions when we can see children's responses so we ask that, during our Meets, cameras are left on. We also check submitted work every day.

We are able to communicate with the parent if we were to notice a concern or lack of engagement.

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

Feedback is most easily done verbally, and when the school is running as it should then, as EEF research has shown, whole class feedback is the most effective strategy.

Even though the DfE have said that schools don't have to feedback on individual pieces of work, we do this. We do also use quizzes, software and Google Forms to provide this strategy, but Google Classroom allows us to view, read and respond to individual pieces of work quite quickly.

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 include these children in our vulnerable criteria and offer places at school. We also acknowledge the difficulties families may have if they decide to keep children working at home and so we will work with parents to support those pupils in a bespoke provision.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

The provision we'd put in place would be the same as above.