



Thringstone Primary School

Believe and Achieve Together

Remote Education Provision Information for Parents

Updated January 2021

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 if 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?

All pupils have been provided with a selection of workbooks which they have taken home. In the first instance, pupils will be able to complete work from these books. In addition, pupils are provided with logins to various education resources and a list of recommended website.

Pupils have school reading and library books at home.

There may be additional remote provision that is immediately available. Pupils and parents will be notified accordingly.

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. For example, alternative suggestions may be given in PE, Music, Art and investigative Science if specific resources are needed and it's unlikely that most pupils will have access to them at home.

Alternative activities will, if possible, cover similar teaching points and learning objectives.

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:

Primary school-aged pupils	FS – 3 hours
	KS1 – 3 to 3.5 hours
	Lower KS2 – 3.5 to 4 hours
	Upper KS2 – 4 hours

Pupils are not expected to do schoolwork outside of normal school hours. Pupils who are unwell are not expected to complete work until they are well enough to do so. The school will monitor any child that has not accessed the remote learning after two days.

Accessing remote education

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

All lessons, activities and resources can be accessed online via ClassDojo (individual login required) or via specific programs and websites.

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:

- There are some school laptops available to lend to disadvantaged pupils who meet the following criteria:
 - with no digital devices in their household
 - whose only available device is a smartphone
 - with a single device in their household that's being shared with more than one other family member
- Printed material are available to collect from the school office. Parents are asked to contact the class teacher and request paper copies of the work set if they do not have online learning. Parents are reminded that resources do not need to be printed out at home as all work can be recorded in the child's exercise book or on paper.

- Pupils work can be photographed and emailed if it is not possible to post work on the ClassDojo portfolio. Alternative arrangements for submitting work can be agreed with the class teacher if no online or digital communication access is available.

How will my child be taught remotely?

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

- 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 appropriate and relevant. These will link to classes termly projects

Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND. All provisions for remote learning will be subject to the class group's age, ability and/or any SEND. In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.

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?

There is an expectation that pupils engage in online remote learning each day. If a pupil does not engage on two consecutive days, the school will call or message parents/carers to offer support and advice in helping them access the activities. The school is aware of the pressures remote learning places on parents/carers balancing home learning and trying to work from home so we ask parents/carers to support their child in completing what is suitably possible throughout the day.

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

Where a pupil has not engaged in online learning for two consecutive days, a message will be sent or phone call made to the parent/carer by the class teacher offering support and guidance for their child. If a pupil continues not to engage in online learning, a phone call will be made to the parent/carer by the Headteacher.

Each class teacher will keep a record of all pupils' engagement and liaise this information with the Headteacher and Deputy Head. Any telephone calls made will be logged.

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:

Teachers will assess and feedback all work submitted onto ClassDojo or emailed once it has been received. Feedback and marking will be in line with the school's policy. Teachers will not be required to attempt to reproduce in written form the verbal feedback that pupils would be given during typical classroom teaching but feedback on pupils' work will rely on the teacher's professional judgement to determine how any feedback, including marking, is given.

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 way

- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- Pupils with SEND or additional medical conditions may receive a reduced curriculum which allows regular breaks.
- Teachers will monitor the academic progress of all pupils, including those with SEND and discuss additional support or provision with the SENCO as soon as possible.

- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the Headteacher will assess this need, keeping pupils' best interests in mind, and will not take the decision lightly.
- Teachers will set work according to the needs of the pupil. This will be in the form of differentiated work to enable all children to access the remote learning at their specific level.

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?

For those individual pupils self-isolating, remote learning will take a similar format to that stated above. On the first day of the self-isolation period pupils will be able to work from the school provide workbooks which pupils have already taken home. In addition, pupils are provided with logins to various education resources and a list of recommended website.

Pupils have school reading and library books at home and there may be additional remote provision that is immediately available. Pupils and parents will be notified accordingly.

On the second day onwards, pupils will be set daily activities for the duration of their time away from school. Parents/carers will be made aware that feedback given by the teacher will be at the end of the school working day and new activities and tasks will be set the following morning. Feedback and marking will be in line with the school's policy.