

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.

This plan offers remote learning opportunities whilst also acknowledging that some households have limited access to devices and require paper copies of work and resources.

Rationale

At Fox Federation we intend to provide children who are learning from home with a curriculum that is - as much as possible - in line with that being taught in the classroom. We will endeavour to match the objectives planned for in the classroom to those in the learning at home; this will be enabled through the use of adapted resources within the schools as well as from institutions such as Oak National Academy. This blended mix of remote provision includes: incorporating live and pre-recorded lessons, maths and reading educational app subscriptions and physical workbooks and sheets. This enables families with limited access to devices to access a wide range of content.

We understand the necessity of children having regular contact with the adults in their class and so there are steps put in place to ensure that this happens weekly through 1:1 contact as well as - in the event of a bubble closing or full school closure - regular live sessions with the class, live lessons (including PE, Dance and Music) and PSHE sessions and key stage assemblies by the Leadership team. Children and parents are also able to contact their Class Teacher via Tapestry or Google Classroom as a check-in point and to share learning.

We have been led by key research from the Education Endowment Fund in our decision to offer this blended option, which highlights that quality of teaching is more important than the format. If you would like to read more about this, please go to <https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-supporting-students-to-learn-remotely/> and <https://www.gov.uk/government/publications/whats-working-well-in-remote-education/whats-working-well-in-remote-education>

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?

Please refer to the half termly remote learning document. This sets out the lessons to work through.

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?

The lessons set out in the half termly remote learning document complement the in-school curriculum for that half term. The lessons provide an opportunity to practise and reinforce key knowledge and skills.

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:

EYFS	3 hours
Key Stage 1	3-4 hours
Key Stage 2	4 hours

Teachers will always specify the key aspects of learning to prioritise. There is additional content provided for families who require further content. We encourage families to use their personal judgement to decide the right amount of time to spend accessing remote learning for the whole families' wellbeing.

Accessing remote education

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

EYFS, Year 1 and Year 2	Tapestry
Year 3 -Year 6	Google classroom

Online software used:

Reading eggs, Sumdog, Purple Mash and Math seeds.

N.B. Children will need their login details to access these which have been emailed to you.

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 your child does not have access to adequate devices to access the learning or limited internet access, please contact the relevant school office to let us know as soon as possible.

We will be able to help you in the following ways:

- Arrange laptops or tablets loans
- Support you in improving your internet access (ie. router).
- Provide additional hard copy content in the interim period.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Below are some examples of remote teaching approaches from EYFS to KS2:

- live teaching (online lessons) - including PSHE, feedback on core subjects, Music, PE, Book Clubs and key skills;
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers);
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available workbooks (eg. CGP);
- reading books through book borrowing system, Oxford Owl and Oak National Academy;
- recommended commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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 children to engage with the core content set by the teacher each day. Teachers will outline the minimum expectation of work for children to upload weekly, however they can upload as much work beyond this as they wish. If you are finding the level of engagement challenging, please arrange a meeting with your class teacher to receive support and guidance.

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

4. Staff will check pupil engagement through monitoring the online platforms, looking at uploaded work and through participation in the live zoom sessions. If we

have concerns about your child's engagement and work, we will contact you via phone or email during the week.

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

We will continue to assess children in the same way as we would if they were in school using both formative and summative assessment. Evidence of what children know and can do will be gathered from monitoring the online platforms, looking at uploaded work and through participation in the live zoom sessions.

Feedback given will include encouraging formative feedback (with next steps) as well as summative, which recognises what your child has done well. Teachers will specify each week the pieces of work they will be providing feedback for.

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:

Children with EHCPs will be provided with specialist support wherever possible from the adults who usually support them in school. This may include direct support in school, daily phone calls or zoom support. Tasks and activities set will be designed to meet the child's current targets and EHCP outcomes. Where possible, support from outside agencies will continue through remote means e.g. teletherapy.

Children with SEND (but not an EHCP) will be set learning at the appropriate level for them. In addition to this, they may receive intervention in the form of 1:1, or small group support through targeted live zooms.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education provided will be set out in the half termly remote provision letter. In addition, the child will receive a welfare call from a member of staff each week.