

Reduction 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.

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 are currently using Google classroom in school so during the first initial days they will have learning posted to their classroom page. For those pupils who do not have access to Google classrooms. Work packs will be considered on a case by case basis and will be provided once an agreement has been made with the parent/carer regarding collection and drop off.

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 broadly teach the same curriculum remotely as we do in school. The school day is longer so additional enrichment activities may be accessed.

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:

Maths	30-60 minutes	<ul style="list-style-type: none"> • TT Rockstars (App on Google Classroom or available to download) or verbal times tables practice for 10 minutes • White Rose Maths (Pick the year group and current week - watch the videos and do the work on rough paper and the teacher will revisit the topic and check learning on the pupil's return) White Rose Maths • The termly Maths topic plan is also on the class website page if you want to use other resources such as BBC Bitesize or commercially available workbooks.
English Writing	30-60 minutes	Choose an activity from Pobble 365 an image with creative writing ideas to use - https://www.pobble365.com/ / Oak National Academy– Look at year group and English activity. All subjects - Key Stage 2 - Oak National Academy (thenational.academy)
English Reading	30 minutes	<p>Read your school reading book or another book to an adult for 10 minutes. Talk about the text. Use the VIPERS prompts in their Reading Journal for Y4 upwards.</p> <p>Choose an activity from the Reading Challenge on the class website page.</p> <p>Use Oxford Owl – free e books and activities</p> <p>Oxford Owl for Home: help your child learn at home Oxford Owl</p>
Topic	30-90 minutes	Use Oak National academy – history geography or science and link to your child's current learning project where possible. All subjects - Key Stage 2 - Oak National Academy (thenational.academy)

Enrichment activities and lessons include: science, learning project work linked to the Cornerstones curriculum, art, DT, PE, etc.

Teachers will guide pupils as to what to complete and when to ensure breadth.

Accessing remote education

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

Pupils will login to their Google classroom accounts to access the learning. In some cases Chrome books will be provided along with Sim cards to boost data, and requests for mobile data allowances to be increased.

All details of how to access are on the website on the Home Learning page.

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:

- Information about access will be gathered through surveys and telephone contact with parents.
- Chrome books will be issued following an order of priority.
- Places in school will be offered on a priority basis.
- Sim cards handed out to support those who need to increase their mobile data, also requests for mobile data allowances to be increased will be made.
- Work packs will be produced for some pupils e.g., pupils with SEN or pupils who cannot access the online learning easily. These will be collected and returned for marking by the parent/carer at an agreed time each week.

How will my child be taught remotely?

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

- Live teaching using Teams may take place for some pupils where it is stated as part of their EHCP provision.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose maths videos and Oxford Owl videos)
- Printed paper packs produced by teachers – only as a case-by-case need
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. E.g. Pobble, Literacy Shed, Times Table Rockstars

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:

- We expect all pupils to engage with remote learning and parents/carers to support by setting routines and encouragement.
- We are realistic about the challenges and the differing circumstances of our families so teachers are available to support on a daily basis.

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 every day and will contact parents via telephone if we have concerns.
- We will discuss what the barriers are to engagement and support parents/carers and pupils with this.

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

Feedback can take many forms and may not always mean 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:

In this section, please set out briefly:

- The daily maths, reading, writing, spelling will be checked and acknowledged daily and used to inform future planning. Verbal feedback may be used through voice recordings. Pupils are also encouraged to self-mark where appropriate.
- Work produced from the broader curriculum and enrichment activities will be checked weekly.
- Teachers may phone or communicate with pupils via Google classrooms to offer advice.

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:

In this section, please set out briefly:

- Our SENCo and pastoral will be in regular (at least weekly) contact with pupils who have a SEN or who are vulnerable.
- Some pupils will have personalised work packs
- Some pupils will attend Teams meetings with their key workers
- Some pupils will have personalised work set on Google classrooms.

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?

The same systems will apply as outlined above.

This will be reviewed should restrictions be lifted and the school open to all.

Safeguarding and remote education

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the staff code of conduct.

Regular contact with parents and carers during this time will be made through the school email, telephone calls, the Google Classroom platform, by the class teacher, class TA, or pastoral team. We will monitor the engagement of pupils online and respond accordingly. We may offer a place in school or offer to support with online access.

Links will be made available to support pupils' understanding of online safety. Parents will also be given the links to the educational websites we are using on Google Classroom.

Enrichment activities will aim to support pupils mental well being as well as opportunities created so pupils can communicate with their peers via the Google Classroom platform or organised Teams meetings. 1:1 sessions will take place to support some pupils who have SEN or to provide pastoral support.

A separate document is attached which details best practice guidance for teachers and support staff when taking part in live lessons.

Personal data and GDPR guidance is incorporated into the live lessons guidance and seeks to ensure staff do not share e-mail details, usernames or other personal information.