



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 or where individual pupils are self-isolating.

Name of senior leader responsible for online learning provision

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

In the first few days, the focus will be to make sure that everybody is able to access the provision. This will be ensuring every child has access to a device and that they have the required passwords. Parents should communicate questions and concerns to the school office initially whilst teachers have time to prepare and amend resources for online teaching.

When a child, a bubble or the majority of the school are having to remain at home for any reason (self-isolation or lockdown) we aim to teach the same curriculum remotely as we do in school.

As a school we will endeavour to provide a rich, balanced curriculum following our existing medium-term plans. This will include directing pupils for example to complete PE and sport activities as well as completing lessons related to the core subject.

There will be a daily online registration to monitor engagement, the setting of some tasks and for the children's wellbeing.

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.

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	4 short sessions a day 1-2 hours daily
Key Stage 1	There is an expectation for the work set to take 3 hours a day as set out in the guidance from the Department of Education
Key Stage 2	There is an expectation for the work set to take 4 hours a day as set out in the guidance from the Department of Education.

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:

- We will lend devices to parents/carers who contact the school office expressing their need.
- The school will support with any technical difficulties wherever possible.
- Work needs to be submitted through Google classroom, either online work or a photograph of work, as directed by the teacher.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. White Rose maths, 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 (Purple Mash, Language Angels, Charanga)
- long-term project work and/or internet research
- practice games (e.g. Times Tables Rock Stars, Spelling Shed, Active Learn)
- directed to television programmes

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?

- Pupils are expected to engage daily and submit all work. If unable to do so, contact the school to report any technical issues or to register an absence.
- A teacher will be available on Google classroom during most lessons to support children (and parents).
- Parents need to monitor the work set and encourage their children to complete to the best standard possible.
- Parents to follow the timetable ensuring children attend live lessons at the correct time.
- Some activities may appear as more fun than learning, encourage children to participate as there is some learning in every activity and such activities keep the children motivated.
- Parents should endeavour to follow the timetables provided by the school. However, when a lesson is not live, parents can complete the assignment at a time during the day that is convenient for the family.
- We have ensured that live registration sessions are timetabled at different times so that children are able to share devices.
- For more guidance, children and parents should read the expectations outlined in the school's Remote Learning Plan which is available in the website.

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

- Pupils' engagement with remote education will be checked and recorded daily.
- The school will be in touch with parents if there is a concern.

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. Our approach to feeding back on pupil work is as follows:

- Teachers will monitor and mark assignments using the Google classroom marking system, and provide feedback either written or verbally.
- Whole-class feedback
- Quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Staff will monitor this work.
- Children's work will be acknowledged daily.
- Where additional support is required, teachers will set up tutorials for individuals and groups. An adult has to be present within earshot.
- Staff will also help children to self-mark some work
- Staff in EYFS will comment on children's work and pictures that have been uploaded.
- Work completed in books will be marked when children return to school.
- Staff will also monitor children's work on digital platforms such as My Maths quizzes

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:

- Work will be differentiated for pupils with SEND
- Pupils with an EHCP will have additional individual online support from a teaching assistant should they choose not to attend school.
- The SENDCo will be available for support for staff and parents.
- Parents should contact the class teacher in the first instance.

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?

- Wherever possible, children isolating will be set similar work to children at school.
- There will be some feedback but as the teacher will be teaching in the classroom, feedback will be more limited.
- Engagement will be monitored.
- There may be times when children who are self-isolating are signposted to resources on Oak National Academy which reflect the learning in school.
- Staff will communicate with parents individually. This might be a member of the senior team initially as teachers will be in class.