

## **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.

### **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?**

We provide Google Classroom and twice-daily Zoom registration/lessons from the first day. The curriculum on the first two days may contain some pre-prepared 'stand alone' lessons. This will give the teachers time to create further content.

### **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?**

Wherever possible we teach the same curriculum remotely as we do in school. Some subjects such as PE and Music are harder to for the children to access at home but we will still teach these subjects with adaptations.

### **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	We will provide a minimum of 4 hours teaching and study time each day. This meets the government's requirement of a child in Key Stage 2.
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## Accessing remote education

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

Children at Amherst will access online learning through Google Classroom and Zoom. We may also use other digital resources such as MyMaths and DuoLingo.

### 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 are able to provide a laptop (as long as we have the capacity) for a child that does not have a device they can access at home
- We are able to provide a dongle for a child that does not have internet access at home
- We endeavour to enable all pupils to be able to access our online remote education rather than providing printed resources.

### How will my child be taught remotely?

- We provide twice-daily Zoom registration/lessons with a child's class teacher at 9.00am and 1.30pm. This session enables daily contact between pupils, peers and their teacher. The teacher will use each session to share their screen and explain the lessons that have been set on Google Classroom. Children are able to stay on the live session if they do not understand what to do and ask further questions and receive support.
- Every lesson on Google Classroom has a pre-recorded video or narration of flipcharts created by a teacher from their year group. The benefit of pre-recorded enables the child at home to pause, rewind and play again the direct teaching for that lesson. Pre-recorded provides flexibility at home when parents are home schooling multiple children and juggling working from home.
- We may make use of other teaching videos from BBC Bitesize, White Rose Maths and appropriate content on YouTube to support children's learning.
- We use Year Group Google Classrooms as the digital platform for all lessons. This platform enables the children to submit work for every lesson and receive teacher feedback. Teachers are available to answer questions live during lessons on Google Classroom throughout the school day to support children's learning.

## **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 all children to attend remote learning daily. If a child does not attend the Zoom registration the office will call home and offer support.

We expect children to engage with the lessons on Google Classroom and submit work for teachers to view and comment on.

We schedule the following week's work to appear on Google Classroom from 8.00am every Sunday. This provides parents with the opportunity to plan for the week ahead.

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

Teachers are able to monitor children's engagement level through their work submitted, comments provided on Google Classroom and attendance of the twice daily Zoom registrations/lessons.

Teachers will contact home (as we would normally) if there was a concern about a child's engagement level, quality of work submitted or well-being.

### **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 comment on and provide feedback for children's work submitted on Google Classroom. This will be a combination of acknowledgement comments for encouragement/motivation and more detailed feedback depending on the piece of work submitted. The twice-daily Zoom sessions will be used as an opportunity to give feedback as a whole class and to individuals.

## **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:

Our SENCO will be in weekly contact with all children that are on our SEND register to provide support.

Where possible teachers provide differentiated work for identified children who need further support. This may also take the form of additional time during the Zoom sessions or a phone call.

Where possible our SENCO will provide weekly group Zoom sessions (such as guided reading) for identified children.

## **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?**

When we have the scenario of a child having to self-isolate but the rest of their class and teacher are still attending school we continue to provide Google Classroom.

This takes the form of a self-isolation Google Classroom. We will always have ten days of work prepared that fits with the year group curriculum for that term. The work is refreshed each term.

We do not provide the twice-daily Zoom registration if a child is self-isolating. Teachers will still view work submitted and provide comments.