Remote education provision: information for parents
This information is intended to provide clarity and transparency to our families 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 and provided 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?

Day 1
- Paper packs issued to families. Delivered by hand providing you live in York.
- Passwords for online learning platforms distributed.

Following the first few days of remote education, will my child be taught the same curriculum as they would if they were in school?

Early Years
- Families will continue to use Tapestry to access learning and share learning
- During the week we will include live meet ups and recorded teaching
- Lessons will be planned, sequenced and linked to the school curriculum
- Differentiated activities suit the learning needs of all students
- Each post has clear instructions and explanations to enable students to complete the work independently or with a family member

Year 1 and 2
- Families will use SeeSaw
- Children already use SeeSaw in school so they are familiar with the arrangements
- During the week we will include live meet ups and recorded teaching
- Lessons will be planned, sequenced and linked to the school curriculum
- Differentiated activities suit the learning needs of all students
- Each post has clear instructions and explanations to enable students to complete the work independently or with a family member
- Teachers will respond to work posted to SeeSaw and give feedback.

Year 3,4,5 and 6
- Families will use Google Classroom
- Children already use Google Classroom in school so they are familiar with the arrangements
- During the week we will include live meet ups, live lessons and pre recorded activities (please see example timetable)
- Lessons will be planned, sequenced and linked to the school curriculum
- Differentiated activities suit the learning needs of all students
- Each post has clear instructions and explanations to enable students to complete the work independently or with a family member
- Teachers will respond to work live

Lesson	Time	How?	Notes
UFO and register	9:00am- 9:45am	Live learning via Google Classroom	You will need a whiteboard and pen.
Maths	9:45am- 10:30am	Oak Academy	You will need a pen and scrap paper!
BREAK	10:30-11am		
Whole class reading	11am-11.30am	Live learning via Google Classroom	You will need a whiteboard and pen.
SPAG	11:30-11:45am	Live learning via Google Classroom	You will need a whiteboard and pen.
Writing (can include 1 x handwriting)	11:45-12:00am	Live learning via Google Classroom	You will need your exercise book and a pencil.
LUNCH	12:00-12:30pm		
Science, topic, French, RE etc	12:30-2:30pm	Google Classroom- NOT LIVE post your work for feedback!	You will need your exercise book and a pencil.

We are committed to providing the same quality of education via home learning as we do in school:

Work set over a week will combine a range of activities and formats. They may include:	Foundation stage children will have a range of interactive activities exploring our world, our families and the arts. This may include:
- Reading activities - Phonics - Spellings - Writing - Story time - Maths - Science - Creative activities	- Phonics - Reading - Writing - Stories - Mark making/handwriting - Maths - Physical activities - Creative ideas - Play opportunities

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	3 hours- KS1 4 hours- KS2

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

FS- Tapestry and Padlets

Y1 and Y2- SeeSaw

Y3-Y6 Google Classroom, Google Meet and Padlets

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 can issue ipads and chrome books to support access**
  - Devices will be available to collect from schools via pre-arranged appointments. Schools are currently monitoring students usage of Google Classroom, Tapestry and other resources to see which children are engaging and our pastoral team will call home where it is felt a child may not have access to a device. Parents are encouraged to contact school via the office if there are any issues.
- **We can issue a data sim card or apply for DFE data**
  When devices are distributed parents will be asked if they have a good interent connection. Where they do not the school has access to DfE dongles and can support parents in increasing mobile data through the new internet data scheme)
- **We can print paper packs of learning**
  - Where it is not possible to get a child online, resources will be delivered home. This is a last resort for most children as school teams are working hard to make devices and internet available for every child
- how pupils can submit work to their teachers if they do not have online access
  - Some children are able to send photos of handwritten work to teachers to allow for marking. Where a child has absolutley no provision to a device or interent, and school cannot enable it, students can by prearranged appointment drop work off at school.
- **Vulnerable pupil status: we can offer you a place at school**
  - Pastoral team have worked tirelessly since the becoming of the new national lockdown to identify any pupil premium, EHCP or school identified vulnerable child to ensure they have access to devices, internet or alternative resources as necessary.
  -If the above options don't work for you, we can offer a place in school.

How will my child be taught remotely?

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

We use a range of approaches to teach pupils remotely as listed below:
- We mirror the school timetable
- We use a mix of pre-recorded sessions
- KS2- Core subjects delivered by teachers via live teaching, Padlets/ Google Classroom used for foundation subjects
- Daily Google registers and check ins for all year groups
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What websites do you use?
https://www.thenational.academy/

What non screen learning do the children do?
- *PE with Joe Wicks*
- *mini challenges*

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?

Students	Teachers	Parents
■ You must stay on mute until you are invited to speak.	■ All Google Meet sessions will be led by the teacher whilst in the school setting if possible.	■ **Please DO NOT film the session on another devices this is a safeguarding and GDPR issue.**
■ Only share screen content, if the teacher has agreed.	■ Teachers will not allow attendees to join before host and they will keep a list of attendees. Teachers will ensure that attendees are muted as they join the meeting.	■ Parents have ultimate responsibility to make sure students not only attend, but follow the correct protocols when online Google Meetings are scheduled with teachers.
■ You must wear suitable clothing, as should anyone else in your home.		■ Please help your child set up and access the Google Meet lesson using the link posted into the distance learning google classroom/other platform used by the school and their assigned school Gmail account.
■ You should find a suitable quiet environment, for example, in a shared part of the house i.e. not in bedrooms or bathrooms; and the background should be blurred if possible and if not should be appropriate.	■ Teachers will make expectations and meeting conduct clear regularly including the school rules. ■ Teachers will ensure no one else is on view from the camera, wear suitable and appropriate clothing.	■ Please make sure that your child is ready 5 minutes before the advertised start of the meeting, to ensure that you are on time and that you don't delay the meeting and are not locked out.
■ Speak kindly and respectfully.	•	■ Please ensure your child is appropriately dressed for meetings. We would expect pupils to be dressed as though it was a non-uniform day.
■ You are expected to attend all teacher scheduled lessons, unless the teacher has been previously notified.	■ The teacher has the right to remove a student from a Google Meet if their behaviour is not in line with the school behaviour expectations. We will contact parents.	■ Please ensure other family members are appropriately dressed and out of camera shot and do not contribute to the video call.
■ ALWAYS make sure you leave the Meet. Always double check and get in the habit of closing your device when not in use, to prevent the camera from working recordless	■ Only hold meetings with a manageable amount of children and during the	■ Please discuss with your child the appropriate way to behave in the meeting - in the same way as if they were in school with the member of staff. If a child is behaving inappropriately,

- Please answer the phone if we are making a call to check in with you
- Please make a device available
- Please let us know if you have a query or question.

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 on your engagement through your interaction with the daily register. In Early Years, we will monitor your interaction within Tapestry. If you are not attending the register we will take several steps to ensure you are engaging:

- *Log attendance concerns across school (daily)*
- *Telephone families (weekly)*
- *Visit your home to discuss your needs (weekly)*
- *We may remove you from a lesson if you are not engaging and contact your family (daily)*
- *If you do not engage with home visits, we may contact MASH or 101 and request a welfare visit*

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:

Daily: we will mark work in person or with a comment

Weekly: we will make notes on attainment and review areas of learning which need to be developed.

Termly: we will complete assessments where appropriate to inform our teacher assessments.

Where it is possible, we aim to plan, teach and assess children based on their coverage of their curriculum. Dependent on the time accessing remote learning, pupils may need to sit assessments online.

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?

How we work with families to deliver remote education for pupils with SEND

- Children with an Education, Health and Care Plan (EHCP) who are not in school will receive support from school (SENDCO/class teacher) to work towards achieving outcomes set in the EHCP (where appropriate). This may take the form of any of the examples of remote teaching approaches outlined above.

- Children with an Education, Health and Care Plan (EHCP) who are not in school will receive weekly 'check-ins' from school (SENDCo/classteacher)

- We will always have an available school place for children with an EHCP, though recognise that parents may choose to educate their child at home.

- Children with My Support Plans (MSP) will be supported by class teachers as outlined above. In addition, class teachers may provide bespoke learning packs and additional resources to support parents working with their children towards outcomes set in the MSP. The school SENDCo will discuss with parents and the class teacher options for reviewing MSP outcomes. This may be through a virtual review meeting, or as part of engagement and feedback as outlined above.

- The school SENDCo will continue to liaise with outside agencies and, if possible, facilitate virtual meetings as and when required.

- All children on the SEN register will have weekly check-ins from the class teacher online or via the phone; additional provision may also be put in place as needs require. This may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan

- For younger pupils, measures as outlined above and also additional bespoke support which may take the form of bespoke learning packs (virtual or paper), more regular well-being check-ins, additional targeted support from a TA or any other support considered necessary to meet outcomes outlined on a child's individual plan

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?

	Learning platform	*Check in*	*Feedback*	*Planning and ambition*
School Open	School lessons	In school ELSA	Live in lesson Marking as per school policy	Usual school planning.
School Closure	On line learning	Daily meet/ register Phone calls and home visits	Live during live sessions Marking of books as per policy after a collection point	Usual school planning.
My child is isolating	Paper pack of learning	Weekly phone check Google meet check in	Paper pack marked and returned to family	Following school planning.
A group (including my child) are isolating	Paper pack of learning for 5 days. Google Classroom or Seesaw for days 5-10	Weekly phone check Google meet check in	Paper pack marked and returned to family Feedback given via Google Classroom and meet	Following school planning.