# 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.

## 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?

Where parents have made us aware that their child cannot access either ‘Class Dojo’ or Microsoft Teams, we will send a paper learning pack home. This should be completed and returned to school for marking and feedback. Wherever possible we will endeavour to remove barriers to accessing remote learning digitally as teachers will be sharing recorded and live learning sessions via Microsoft Teams. Teams also allows for timely feedback to children on their learning to support teachers in deciding next steps.

### 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. During bubble closure or school closure, teachers will do this by recording live learning sessions or recording teaching specifically to upload to Microsoft Teams for remote learning. Where appropriate and relevant to our curriculum teachers may also use web-based resources such as those provided by ‘Oak Academy'.

## 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 (Nursery and Reception) | Nursery is open to all pupils. There are suggested activities for pupils choosing to be at home.  Activities for Reception class children are added to Microsoft Teams every day and there is a live session once a day.  There is no set time recommendation as this will depend on pupil levels of development and engagement levels |
| Key Stage 1 | 3 hours a day on average across the cohort, with less for younger children |
| Key Stage 2 | 4 hours a day |

## Accessing remote education

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

We will use Class Dojo to communicate with parents and to award ‘Dojo point’ as rewards for pupils. Teachers will publish a weekly cover sheet to outline the timetable of learning for the week. This is to give parents a clear overview of what to expect.

We will use Microsoft Teams to set work, share recordings of teaching sessions and to provide a daily live session in which teachers will provide feedback, check children’s understanding and to give children the opportunity to stay in contact with teachers and other pupils and to ask questions. Children will access this through their class team.

Children will also be included in a ‘Whole School’ Team. This is where they will access a daily, live collective worship session each day at 9.30. On Friday, this will be a celebration assembly and parents are encouraged to attend.

### 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 have a number of laptops available to loan to families to support access to online learning. These will be allocated according to the following criteria
* Children who are not attending school but who fall into the ‘vulnerable’ category as defined in government guidance. [Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision)
* Families who have no digital devices that allow them to access digital learning.
* Families who are attempting to access online learning using only a smart phone

These will be loaned on the understanding that they are used only for the purposes outlined in the loan agreement and on the understanding that pupils will access, complete and return their daily remote learning tasks and attend all live sessions.

* Where possible, we will support families with no or limited internet access by providing dongles and data cards.

Where no digital access is available we will produce paper packs for collection or delivery. These should be returned to school for marking and feedback.

If you would like any further information please contact the school through ClassDojo, Microsoft Teams or by phone on 01274410349 or by email to: admin@cca.bradford.sch.uk

### How will my child be taught remotely?

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

Remote teaching approaches that we use:

* live teaching (online lessons). These will be a collective worship at9.30 each day for the whole school and one 30 minute feedback session each day as follows:
* recorded teaching. Lessons will be recorded and uploaded each day. These will usually be the class teacher but where appropriate, may include other recorded materials, for example, those provided by Oak Academy.
* Where a family has no access to online learning, printed paper packs produced by teachers (e.g. workbooks, worksheets) will be provided
* Reding books can be accessed digitally or can be borrowed from school.
* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
* Occasionally and where appropriate teachers may set long-term project work and/or internet research activities.

## 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 children to attend the 9.30 collective worship and complete the daily tasks set before attending their live session in the afternoon or as directed by the teacher.
* We expect parents to:
* check the weekly cover sheet posted to class dojo for their child each week.
* Ensure that their child has a device and space to work in.
* Monitor you child’s internet use and ensure that they are safe
* Ensure that your child returns their work so that the teacher can give feedback against the objective.
* Ensure that your child attends live sessions each day.

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

* We will check pupils’ engagement with remote education by taking a daily register each day of children logging in, viewing tasks, returning tasks and attending live lessons. This is so that we know that children are accessing their educational entitlement.
* where engagement is a concern, including how we will inform parents and carers by phone. We will attempt to identify barriers and support parents in making sure that children do not miss out on their entitlement to education.

### 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:

* Where a child uploads work to Microsoft Teams, we will provide brief written feed back . We will also give whole class feedback in live sessions each afternoon.

## 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:

Teachers will provide scaffolding’ to support all children in achieving the learning objectives. Where this is not appropriate teachers may set tasks directly for individual children. Teaching assistants may be available for small group live sessions to support pupil learning if appropriate.

## 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?

Where an individual child is self-isolating they will have access to learning tasks through Microsoft Teams. There may not be daily live sessions as this will depend on teacher availability. However, teachers will provide feedback on work submitted.