



**Remote Education:
Information for Parents
Phillimore Community
Primary School**

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 on the first day or two of pupils being sent home?

Pupils will be able to access work on Class Dojo and Tapestry and communication with their class teacher. There may also be a paper pack available from school to work through until live lessons begin.

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?

At Norfolk, the staff are working hard to deliver the most up to date curriculum where possible. This includes the core subjects being taught over live lessons, with new learning happening. Foundation subjects are being delivered through links which are in line with the year groups current topics.

We teach the same curriculum remotely as we do in school wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects. For example,

occasionally teachers may choose to recap learning that was previously taught this school year.

This is to embed the learning and still teach an age appropriate curriculum.

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:

Key Stage 1	3 hours on average across them cohort (This may be less for younger children)
Key Stage 2	4 hours

Accessing remote education

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

- Y1 - Y6 will use Class Dojo and Zoom as their online platforms.
- FS1 - FS2 will use Tapestry and Class Dojo as their online platforms.

If my child does not have digital or online access at home, how will you support them to access remote education?

NCPS are working with the DfE to ensure that laptops are being provided to those families who require one to carry out their learning. This is an ongoing process.

Paper work packs are being provided to families where online learning is not appropriate.

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 aim to issue laptops or tablets to children who may not have sufficient access to a device at home
- Where a child does not have access to a fixed broadband connection, we will aim to issue devices that are either internet enabled through a dongle or, send distribute 4G routers. It may also be possible for us to apply to increase mobile data allowances.
- Through regular phone calls staff are aware of those who need to be provided with paper work packs.

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. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets, games)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)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?

- Encourage your child to carry out their school work with high expectations of outcome.

- Provide a routine for your child, as if it were a regular school day. Use a timetable to show children what their day will look like.
- Get dressed and have breakfast before the morning zoom begins.
- Include regular breaks (outside is possible).

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

We will keep a record of and monitor pupils' engagement with remote education, contacting families to share concerns as required, but this will not be tracked on SIMS.

- Each day a register is taken to track the attendance of live lessons and engagement with the online platforms.
- Class teachers will be monitoring Class Dojo/Tapestry throughout each day.
- All work will be looked at by teachers and TAs and where appropriate, a comment will be made.
- Fortnightly phone calls home will be made from class teachers for a general catch up. Additional calls from support staff and SLT will be made where there are engagement concerns and school support offered.

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:

- 'In the moment' assessments will be made during live lessons. This will allow teachers to provide instant feedback to the whole class.
- Comments can be made by the teacher/TA on pupils work via the online platforms. Pupils can then amend and resend any edits.
- Assessment and feedback will be an ongoing process throughout the time of remote learning.

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:

- School will work to ensure SEND pupils have access to remote learning through a laptop

- SEND pupils have been identified and will receive a paper pack of work that is appropriate to their level of need, and matches the learning taking place on the live lessons where possible.
- Additional support phone calls will be made to ensure families are supported with their child's needs during this time.
- Live teaching sessions for Reception and nursery pupils will be delivered in short sessions appropriate to pupils needs.

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?

- Children isolating will be provided, where appropriate, with the same learning that is happening in the classroom. This will be adapted for completion at home.
- Live lessons will not take place, class work will be posted on Class Dojo/Tapestry
- Maths videos will be sent outlining the teaching and learning.
- Class teachers will support through Class Dojo/Tapestry/Phone Calls outside of teaching hours.