

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?

Teachers will upload work for maths, English and a wider curriculum subject for the children to complete for the first two days of any isolation. These will be linked to the curriculum that the children are currently being taught, but there may not be any input from the class teachers as they prepare the remote curriculum for the period of isolation.

This work can all be found on the Microsoft Teams page for your child's class.

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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, it will not always be possible to complete art or DT units of work due to the resources available at home.

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
Key Stage 2	4 hours

These timings are legally set by the DfE. We will ensure that we meet these requirements but encourage you to be flexible. You know your child and own situation. You need to ensure that you are taking account of your child's (and your own) mental and physical health. It may not always be possible for you to complete all of the work that is uploaded by the school. Please complete what you can, when you can, as best as you can.

Accessing remote education

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

Palace Wood Primary School are using Microsoft Teams as the platform to support the delivery of our remote curriculum. Each class has a 'Team' and all assignments will be posted on these teams.

In addition, we encourage your child to engage in Times Tables Rock Stars, Spelling Shed and Purple Mash to support different areas of the curriculum.

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:

Following our device survey, we have prioritised our DfE allocated devices and data packs to families without sufficient access to devices or internet. In addition, and following constant feedback from parents, we have also repurposed our own devices (both laptops and iPads) to send out to ensure that families are able to support their child's remote education.

In exceptional circumstances, where all supportive strategies have been exhausted, we may be able to provide a printed copy of learning, but this is likely to mean that matching the learning set for that day and being able to provide timely feedback will be difficult.

How will my child be taught remotely?

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

Our lessons will be pre-recorded, where necessary, to allow parents the flexibility to access the content at a time that suits them. All work will be included within an 'Assignment' where the link to any pre-recorded video content will be, as well as the accompanying worksheets, instructions and PowerPoint presentations.

Occasionally, and where appropriate, there may be direction to alternative sources that support our own curriculum. For example, Jane Considine live lessons for writing or Oak Academy.

There may also be some live content – this may take the form of assemblies or sessions that may be reliant on 'live' interaction and group work. These will be decided at the discretion of the class teacher.

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 would like pupils to engage with as much of the remote learning as possible. Work set by teachers, is with the independence of the child in mind, but some support may be required. However, we also understand the needs of a family must take priority and so would never ask that remote learning got in the way of this.

To support the organisation of remote learning, on each Teams page, there is a suggested timetable, including timings for each subject. We also have our wellbeing tips that we hope will support you.

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

We will monitor children's engagement with the remote learning every day. Where children are showing limited engagement, we will make contact with parents to see how we can remove any barriers to the children engaging in remote learning.

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:

When work is submitted, the teacher will assess it. In most cases, we will not give any individual or written feedback, in line with our normal feedback policy. However, all work submitted will feed into the whole class feedback that will be shared on Teams. Sometimes, individual feedback may be given through the assignments. We may also contact individuals where it is clear that individual and specific feedback is required.

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:

Where a child has specific needs, they will liaise with Mrs Root (SENCO) and/or Mrs Bryer (FLO) to ensure that appropriate adaptations to the remote learning can be made.

Relevant and appropriate adaptations have been made for younger children, including but not restricted to: shorter instruction videos; different activities appropriate to their age and stage and opportunities to build on their interests. We have also created printed packs for EYFS, as much of the learning as possible is practical and we want to reduce the burden of printing from parents in this year group.

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?

For self-isolating pupils, we aim not to approach differently to that explained above. Therefore, we aim that learning will be provided to match the in-school curriculum as much as possible via Teams but is most likely not to have an instructional video to support as the member of staff is in school. If it is not possible to match in school, e.g. for subjects such as D.T., P.E., then learning may be set via other means such as Oak National.

Work will be viewed at the end of the school day and assessment will be used to adapt any learning for the next day. Links to whole school live meetings, where possible, such as assemblies will be provided.