



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 document.

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?

When a bubble first closes, work will be immediately accessible on Tapestry for EYFS and on Google Classroom for the rest of the school. The provision in the first two days will primarily be via written activities and White Rose maths videos as teachers prepare more personalised learning.

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 will endeavour to teach the same curriculum remotely as we do in school with some adaptations to suit on-line provision.
- There will be a focus on the core skills in reading, writing and maths along with phonics in EYFS and Key Stage 1.
- Tasks will be set so that pupils have meaningful and ambitious work each day.
- Learning will consist of a planned, coherent and well-sequenced curriculum which allows skills to be built consolidated and built upon
- Work will be set for all subjects across the curriculum. However, where lessons would have a significant practical element – science, DT and music for example, these may not be in-line with the long-term planning for the school.

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	Work will be set for 3 hours a day which will include teaching time and independent learning time.
Key Stages 1	In KS1, work will be set for a minimum of 3 hours. This will include teaching time and independent learning time.
Key Stage 2	In KS2, work will be set for a minimum of 4 hours. This will include teaching time and independent learning time.

Accessing remote education

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

- All lessons will be accessed via Tapestry in the EYFS and Google Classroom for Years 1 – 6.
- Links to additional resources, for example Ruth Miskin RWI and White Rose maths videos will be posted onto the classroom.
- Google Meet sessions at the beginning and the end of the day will support children in accessing the learning which is posted in KS2.
- In EYFS and KS1, there will be a Google Meet for story time and well-being check in.
- Parents/carers should contact the school with any issues and we will support with these.

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 chrome books which we are able to loan to parents. Should you be in need of a device, please contact the school office.
 - by telephone on 853023
 - or by email at admin@ehchull.org
- Lap tops which are loaned and subsequently not used to access and upload work on a regular basis will need to be returned.
- We have a small number of SIM cards to support your data usage. If you would benefit from this, please contact the school office.
- If your child needs access to printed work, we will contact families to arrange this. If you have any concerns about your child accessing learning online, please contact the office. Arrangements will be made to deliver and collect work.

How will my child be taught remotely?

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

- Google Meets at the beginning of each day will support children in being able to access activities. Teachers will explain lessons and expectations for children in completing tasks set in KS2.
- EYFS and KS1 will have a well being check in and story time once a day via Google Meet.
- Live teaching (online lessons)
- recorded teaching video/audio recordings (e.g. White Rose maths, RWI phonic resources along video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- Children should access their Google meet daily in order to understand the expectations for the day and the tasks which have been set.
- Daily tasks should be completed according to the class timetable which is also on the classroom.
- Younger children may need additional support with reading and uploading tasks.
- Parents should support their child's routine, encouraging them to use the whole time allocated to lessons in order to complete work fully and to the best of their ability.
- Enable an environment that is as free from distractions as possible.
- Where there are concerns about learning and engagement, parents should contact the school as soon as possible to arrange to speak to the class teacher.
- Time to discuss the learning and tasks which have been set and completed.

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

- Teachers will access Google Classroom on a daily basis to check engagement of the children. This will also enable them to offer some individual advice.
- Daily engagement with Google Meet and each lesson is logged and monitored for all individuals.
- Telephone calls will be made once a fortnight as a minimum. During these calls, staff will check on the welfare of children as well as their engagement.
- Where there are concerns over engagement or standard of completion, staff will inform parents via a telephone conversation.

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:

- A variety of tasks and questions will be set in order to assess and monitor children's progress.
- Children's work will be assessed in a variety of ways.
- Individual comments will be made on work submitted – this may include acknowledgement of effort as well as ways in which work can be improved.
- Oral feedback will be given on some pieces via Google Classroom.
- Whole class feedback will be given during Google Meet sessions at the beginning and end of the day.
- Self-assessment and marking where answers are provided following tasks set.

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:

- Initially, conversations will be held with parents to ascertain what adjustments are made to enable children to access remote learning.
- Where children access SEND support within school, work may be differentiated to meet the needs of the children
- The inclusion team will have regular communication with children on the SEND register to ensure they are able to access provision
- Activities and learning-centred games may be sent home
- Written packs will be delivered where this best suits the needs of the child.

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 children are self-isolating lessons will be uploaded to Google Classroom. However, they will not be pre-recorded lessons voiced by teachers.
- Additional paper-based tasks may be sent home to supplement the activities which are on Google Classroom.