



Remote Education

Scott 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.

For details of what to expect where individual pupils are not able to attend school, 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?

- Powerpoints/PDFs for all lessons will be sent home on the first day and subsequently daily thereafter.
- Email reminder to parents on where and how to access Times Table Rockstars, Numbots, Bug Club, Spelling Shed etc. All links are published on website.

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, PE and Music, or more practical lessons, may need to be adapted for remote learning purposes. We also utilise published resources readily available on the internet, for example, BBC Bitesize and the BBC 10 Pieces for Music.

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	We expect every child to engage in at least 3 hours of remote learning each day.
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	However, we send home sufficient work for the entire school day.
Key Stage 2	We expect every child to engage in at least 4 hours of remote learning each day. However, we send home sufficient work for the entire school day.

Accessing remote education

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

We are using Class Dojo as a means of communication and engagement, Spelling Shed, Numbots and Bug Club (KS1), TT Rockstars (Year 2 upwards) and MyMaths.

Links to the Oak Academy and BBC Bitesize are also included within the resources on the website, linked to specific lessons.

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:

- Parents will be contacted to ask if their child needs access to an iPad.
- Parents will need to sign a loan agreement before the iPad is given to them. They will also receive technical support if needed.
- For parents who do not have access to the internet, work is printed out for collection or delivery in pre-arranged circumstances.
- Printed work can then be returned to school at the end of each week for marking and feedback (or collect in pre-arranged circumstances).

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Resources available for downloading on the website - printed paper packs produced by teachers (e.g. workbooks, worksheets) are available on request or delivered in pre-arranged circumstances.
- Reading books sent home with access to Accelerated Reader (Yr 2-6)
- 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?

- Every class has a timetable to help parents structure their child's day (however, we understand that not every working parent can follow this timetable).
- We expect children to be engaged in at least 3 hours of remote learning (KS1) or 4 hours of remote learning (KS2) each day.

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

- We check engagement on a daily basis and all teachers keep a log of work received and communication with teaching assistants.
- Where there is lack of engagement, the class teacher would be the first person to call parents. If there is still no improvement, the Assistant Head/Headteacher will make contact via telephone or home 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:

- All children receive daily and detailed written feedback including next steps.
- Children who have worked exceptionally hard are flagged up with the Headteacher who makes direct contact.
- Celebration of work is shared on Class Dojo and rewarded with Dojos.

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:

- The work is carefully differentiated for the child's needs.
- Weekly contact is made by 1:1 keyworkers.
- The children are supported by their 1:1 keyworkers in personal live lessons to work on their EHCP or IEP targets.

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?

The work provided is no different to work available to the children in school. We have deliberately made the decision to provide work as similar to that in school as possible.

If required, work can be delivered and collected to and from anyone self-isolating.