

Information about our Remote Education



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?

- An overview of learning for the week
- Tasks and activities linked to this for completion

Following the first few days of remote education, my child will be taught broadly the same curriculum as they would if they were in school

- Where possible, we teach the same curriculum remotely as we do in school. However, some adaptations in some subjects may be made which will be highlighted on the work set for eg, a PE challenge at home may look different to that being taught in 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 children broadly the following number of hours each day:

Early Years (Reception Class)	Two and a half hours for teach-led learning alongside an appropriate level of time to engage in child-initiated tasks.
Key Stage 1	Three and a half hours

Key Stage 2	Four and a half hours
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Accessing remote education

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

- We currently use Microsoft Teams to support children's home learning. Instructions and login details are sent to parents/children
- Zoom is used to deliver any 'live' sessions/teaching

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 are asked to contact the school either by phone (01522 791031) or email: enquiries@potterhanworth.lincs.sch.uk, and ask to discuss their concerns with the head teacher

If any child cannot access their learning at home, we may:

- Offer to lend a laptop
- Offer a place in school

How will my child be taught remotely?

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

- Live teaching (online lessons)
- Assignments set on Teams – for Y1-6
- Home learning/challenges set on Tapestry – for Early Years
- Recorded teaching (e.g.video/audio recordings made by teachers/TAs, Oak National Academy lessons)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Workbooks and pencils are provided
- Weekly exchange of reading books available

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?

It is an expectation that:

- All children 'attend' their live sessions, collective worship and that they engage with the learning set during each school week
- Tasks are submitted by the required date and time.
- Parents notify the school of any concerns
- Parents notify the school if their child is not 'attending' due to illness

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

- Staff check daily on children's engagement.
- Registers are taken for all sessions
- Completion and the submission of assignments and tasks are monitored
- Where engagement is a concern, parents will be contacted by phone by the relevant staff member, to discuss the matter and agree a way forward
- If engagement continues to be a concern, then this is documented and referred to the Head Teacher to discuss next steps

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:

- On-going assessments are used to guide the next steps in learning; these are based on any live session interactions, engagement with the children/parents and the work submitted
- Early Years – Feedback is given via Tapestry linked to observations, communications from parents, and work submitted
- Y1 to 6 - Weekly feedback is given to children as appropriate (Note, this may be individual, as a group or as a whole class)
- Leaders will monitor standards as part of our termly monitoring timetable and feedback to staff/children

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 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 to support those pupils in the following ways:

In this section, please set out briefly:

- Children with an EHCP (Education Health Care Plan) will receive individualised 1:1 support, working as closely to their plans as is practically possible. Class teachers and/or the SENDCo, will keep in regular contact with families to ensure current and emerging needs are supported.
- Children with Individual Education Plans (IEP) will be offered at least twice weekly 1:1 support from a designated Teaching Assistant. The 1:1 sessions will be used to complete interventions as outlined in IEPs, or adapted to suit emerging or changing needs.
- Class teachers and/or the SENDCo will keep in contact with parents of children with IEPs regularly throughout the time of remote learning, to support their engagement, individual needs and emotional wellbeing.
- Families with younger children at home will receive regular contact from teachers through remote channels i.e. tapestry, emails and TEAMS. This contact will support children's engagement, individual needs and emotional wellbeing.

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?

- An overview of learning or weekly timetable will be sent to parents/children
- Children will receive details of daily/weekly tasks set and dates for completion
- Appropriate feedback will be given