

## **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?**

Our aim is that remote learning will be available to all pupils from the first day of school closure. We will ensure that if a class/whole school is closed that there will be some literacy and numeracy activities on Tapestry (FS and KS1) / MS classroom (KS2) for the first day of absence. It may take a couple of days to provide work for other subjects. If paper packs are required we will aim to get these distributed within 48 hours of closure.

#### **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 aim to teach the same curriculum remotely as we do in school.
- We strive to make the remote curriculum as similar as possible to the curriculum that we deliver in school, particularly in core subjects. We have needed to make some adaptations in some subjects, for example: PE, Music, Art, DT

## **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:

Preschool	No expectation to engage for a fixed amount of time. Please use the resources as you wish to engage your child.
Reception Class	A guideline of between 2 and 3 hours per day on average.
Key Stage 1	An average of 3 hours learning per day.
Key Stage 2	An average of 4 hours per day.

## **Accessing remote education**

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

Preschool, Reception and KS1: Via Tapestry  
KS2: Via Microsoft Office 365 – MS classroom

### **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 are able to provide a limited number of laptops and Wi-Fi access. Parents should contact their class teacher in the first instance, or email: [head@highfieldsnantwich.cheshire.sch.uk](mailto:head@highfieldsnantwich.cheshire.sch.uk) for further information.
- We can provide paper packs for parents who request this. Please email your class teacher if you require this. Packs will be posted out within 48 hours of request. Packs will contain answer sheets where appropriate.
- We can arrange collection of paper packs once work has been completed. Please contact your class teacher directly via email to arrange this.
- All teachers will ensure that they contact families who are not regularly attending school at least once every two weeks.

## **How will my child be taught remotely?**

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

Some examples of our remote teaching approaches:

- live sessions – lessons or informal activities/catch up sessions (wellbeing)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- 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

## 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 expect that all pupils who are not attending school will engage in remote learning at home, for the amount of time per day stated previously.

However, we do understand that this can pose a huge challenge for some parents, especially for those with children in different year groups and who are also trying to work from home full-time.

We understand that it may be easier on some days and more difficult on others, hence why we say an average number of hours per day.

We also understand that as children get older they develop more independence and this makes remote learning easier.

We will do everything we can to support you with this. If parents have concerns about their capacity to support remote learning they should contact the Principal; this will be a very supportive conversation about how we can best help you.  
head@highfieldsnantwich.cheshire.sch.uk. Tel: 01270 814570.

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

Class teachers monitor pupil engagement on a daily basis and they report this to the Vice-Principal on a weekly basis. Teachers will contact all families at least once every two weeks but where there are concerns about a pupil's engagement these calls will happen more regularly. Pupil engagement is shared with the Principal at weekly Senior Leadership Team meetings and reported to the school governors regularly.

### **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:

- Regular feedback by the class teacher on all work that is completed online.
- For pupils who receive paper packs feedback will be provided during phone calls.

## **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:

- We **strongly** encourage pupils with Special Educational Needs or Disabilities to attend school.
- Ideally this will be on a full time basis, however we may agree a part-time arrangement if the SENDCO and parents agree that some of the objectives stated in the EHC plan can be effectively met remotely.

## **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?**

We still have a duty to provide education for pupils who have to self-isolate and teachers will ensure that as a minimum daily literacy and numeracy tasks are available remotely in these circumstances.

If a pupil is isolating and is unwell we would not expect them to engage in remote learning.