

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 or for when pupils are self-isolating.

The remote curriculum: What is taught to pupils at home during the first 48 hours?

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.

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?

Yes, we follow the same curriculum in school and for remote learning. Some of the tasks may need to be adapted to better suit remote education.

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 3 hours for Key Stage 1 and 4 hours for Key Stage 2.

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

Early Years and Year 1 will use Tapestry. Year 2 onwards will use Microsoft teams

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 have several laptops at school that we can loan to pupils and we will print off work for you to use at home on request to support pupils to access remote education.

How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching made by teachers
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

What are your expectations for my child's engagement and the support that we, as parents and carers, should provide at home?

- We expect your child to engage with remote learning on a daily basis
- Parents and children should read and follow the Remote Learning agreement (appendix A)
- Where work is submitted feedback will be given. This will be lighter, or more in-depth depending on the task set.
- 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.

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

- Teachers and leaders will check engagement on online platforms on a daily basis.
- Phone calls and emails will be made to 'check in' with families or where concerns are raised.

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: Differentiated work, additional inputs or videos from teachers or teaching assistants or a greater variety of work set to capture interests and attention.

Circumstance	Remote learning
<p>My child is absent because they are required to self-isolate. The rest of their school bubble are attending school and being taught as normal.</p>	<ul style="list-style-type: none"> • Please let the school know that your child is self-isolating. • Let the school know of your up to date internet and device situation so we can ensure our provision meets your needs.
	<ul style="list-style-type: none"> • Go to the school website • Go to your child’s class page where you will find an emergency 48-hour plan of learning. • Complete this as best you can at home. This may vary depending on different home circumstances.
	<ul style="list-style-type: none"> • Within 48 hours your child’s class teacher will have made contact with you to direct you to the remaining self-isolation learning. • We teach the same curriculum remotely as we do in school. • Your child’s class teacher will make a phone call home to speak to your child during this period. • Work completed will be handed into school on return to school to be marked by the class teacher. • EYFS/Year 1 classes will upload any home learning tasks to Tapestry and all work completed at home should be uploaded to your child’s Tapestry account to be approved by their class teacher. Some pieces of work will receive written comments and some will receive a like to show that we have received it. <p>As a general guide the work will be as follows:</p> <p>EYFS/Year 1:</p> <ul style="list-style-type: none"> • Phonics- videos and resources uploaded Tapestry • Maths- Number blocks planning and resources OR Links to White Rose resources uploaded to Tapestry • Fine motor/hand writing: weekly ideas to choose from uploaded to Tapestry • Topic- Weekly choice of activities linked to class topic <p>Year 1:</p> <ul style="list-style-type: none"> • Additional English tasks uploaded to Tapestry linked to Topic Learning <p>Years 2 – 6:</p> <ul style="list-style-type: none"> • Maths lessons Maths videos and activities uploaded to the school website in the class page section. Websites such as Numberblocks, White Rose maths, Oak Academy or I See Maths. Answers will be provided for self-marking at home. • Times Table Rock Stars Children can practice their times tables. • Spellings and or Phonics Will be uploaded on the website in the class page. • Reading Children can read their own books or school books and make notes in their Home/School record book • English tasks Work linked to learning in class will be set. Where this is not suitable a new ‘Pobble’ will be available on the Pobble website every day. These writing and reading tasks are suitable for children of varying ages. KS1 only need to do the Picture Perfect and question time writing can be emailed to the teacher for marking and feedback. • Topic task(s) A 2 week project will be uploaded to the website.

Circumstance	Remote learning
<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.</p> <p>OR</p> <p>We enter another 'lockdown' with total school closure.</p>	<ul style="list-style-type: none"> • Let the school know of your up to date internet and device situation so we can ensure our provision meets your needs. <hr/> <ul style="list-style-type: none"> • Go to the school website • Go to your child's class page where you will find an emergency 48-hour plan of learning. • Complete this as best you can at home. This may vary depending on different home circumstances. <hr/> <ul style="list-style-type: none"> • Within 48 hours your child's class teacher will have made contact with your class • Log onto Teams or Tapestry • We teach the same curriculum remotely as we do in school. • Work completed should be handed in on Teams or Tapestry. • All classes will be invited to take part in a weekly 'Feel Good Friday' Teams call. The whole class will be invited to this informal meeting designed to 'check in' with the children. <p>As a general guide the work will be as follows:</p> <p>EYFS/Year 1:</p> <ul style="list-style-type: none"> • Phonics- videos (of us OR links to videos) and resources uploaded to Tapestry • Maths- Numberblocks planning and resources OR Links to White Rose resources uploaded to Tapestry • Fine motor/hand writing: weekly ideas to choose from uploaded to Tapestry • Topic- Weekly choice of activities linked to class topic <p>Year 1:</p> <ul style="list-style-type: none"> • Additional English tasks uploaded to Tapestry linked to Topic Learning <p>Years 2 – 6:</p> <ul style="list-style-type: none"> • Maths lessons Maths videos and activities uploaded to the school website in the class page section. Websites such as Numberblocks, White Rose maths, Oak Academy or I See Maths. Answers will be provided for self-marking at home. • Times Table Rock Stars Children can practice their times tables. • Spellings and or Phonics Will be uploaded on the website in the class page. • Reading Children can read their own books or school books and make notes in their Home/School record book • English tasks uploaded to the website following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be 'handed in' to your child's class teacher by email for marking. This will include spelling, grammar, writing and reading. • Small group video learning which will look different depending on the age of the children. This may be guided reading sessions, maths sessions or writing sessions delivered by the class teacher (where possible). The sessions will run throughout the hours of the usual school day in small groups. The frequency of when your child's sessions will occur will be communicated by your child's class teacher via email. All sessions will be set up through Teams. • Topic task(s) This will be lessons your child would have had in class this term which can be most easily adapted to remote learning. • 1:1 support if your child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with your child's 1:1 support. They will usually be expected to still complete the learning set.

Information from the government:

Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong contingency plan in place for remote education provision.

In developing these contingency plans, we expect schools to:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations*
- give access to high quality remote education resources*
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use*
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access*
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum*

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject*
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos*
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work*
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding*
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers*

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities.

We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This will come into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.



Remote Education Provision Information for Parents Updated February 2021



Appendix A Home-School Agreement January 2021 - Covid-19

'Our mission is to be a safe, caring, inclusive community where our core Christian values of Appreciation, Belonging and Compassion are recognised and developed.'

Schools are most successful where a genuine partnership exists between children, teachers and parents. This agreement sets out expectations during remote learning enforced by Covid-19 for the school community.

Our school will:

- Provide a regular connection with your child via Microsoft Teams or Tapestry as well as phone calls if required
- Continue to nurture your child through regular contact to ensure that they are happy, safe and well during these unsettling times
- Teach some 'live' lessons and continue the planned curriculum for every year group and pupil
- Ensure live lessons are not too lengthy as we understand IT equipment will be needed across households.
- Endeavour to support you with any technical difficulties that you may be experiencing.
- Respond to any concerns you may have in a timely manner, within school hours.

I, as a parent/carer will:

- Ensure my child follows their part of this agreement
- Encourage my child to engage with their teacher daily in order to scaffold their routine, care and support
- Remain in the room (or nearby) when a live lesson is taking place in order to supervise or support if needed
- Encourage my child to use the 'chat' for academic questions only so the teacher can support their learning
- Only use the 'chat' myself to ask the teacher an urgent question, and allow the teacher time to respond
- Monitor my child's use of the 'chat' to ensure that the chat is constructive, kind and appropriate
- Understand that inappropriate 'chat' or behaviour will be dealt with by the teacher accordingly
- Ensure that any document uploaded by the teacher does not get moved to another location or edited
- Ensure that any queries I have regarding my child's tasks are directed to the class teacher within school hours.
- Ensure that any queries I may have regarding Microsoft Teams or Tapestry are directed to the admin office email address as these will then be directed to the relevant member of staff
- Offer understanding and support to teachers who, as key workers, are continuing to provide care and routine for my child in these difficult circumstances.
- Share concerns directly with the school teachers or leaders rather than utilise parent WhatsApp groups.

I, as a Pupil of Ropley C of E Primary School I will:

- Engage with my teachers daily so that they know I am happy, safe and well during the lockdown period
- Try to complete the work set to the best of my ability
- Keep my microphone muted, blur my background & angle my camera to show only my face during a live class
- Use the raise hand feature during a meeting when I want to speak
- Use the 'chat' function to ask my teacher a question that is related to my work
- Not set up my own personal Teams.



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- Only contact my teacher during school hours and this will only be for academic reasons.
- Use the Playground channel for 'chit chat' and only between 9am – 3pm and not at the weekends
- I understand that my messages can be seen by my class, my team and teachers (including my Headteacher)

Possible sanction for failure to comply with this agreement:

- Removal of access to Microsoft Teams for your child/children

A signature is not required for this document, the terms herein are confirmed by all parties upon receipt.