



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 if 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 few days 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 few days of pupils being at home?**

As soon as we know your child will not be in school due to Covid-19, we will email families a short document with links to pre-recorded lessons, activities and learning tasks that can be completed at home to enable us to organise a full timetable of remote learning. It may include ideas for activities to complete, links to websites, videos or other tasks. This document is updated regularly in school to ensure it contains activities which are relevant and is linked to learning and topics we are teaching in school.

**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 made some adaptations in some subjects. For example, subjects such as Physical Education and some aspects of Science, Design Technology and Art may be adapted to be able to be delivered remotely, where parents may not have the necessary resources available at home.

Remote teaching and study time each day

**How long can I expect work set by the school to take my child each day?**

In line with government guidance, we expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours a day:





Phase	Year Group	Total Number of hours daily	Daily/ Weekly Provision
Early Years	Nursery	1 ½ to 2 hours	<b>Daily:</b> <ul style="list-style-type: none"><li>• Sharing a story</li></ul> <b>Weekly:</b> <ul style="list-style-type: none"><li>• 3 x Phonics Sessions</li><li>• 3 x Maths Activities</li><li>• 3 X Writing or Mark Making Activities</li><li>• 3 X Learning Project Activities</li></ul>
	Reception		<b>Daily:</b> <ul style="list-style-type: none"><li>• Phonics</li><li>• Reading</li></ul> <b>Weekly:</b> <ul style="list-style-type: none"><li>• 2 or 3 x Maths Activities</li><li>• 2 or 3 x Literacy Activities</li><li>• 1 X Handwriting / Fine Motor Activity</li><li>• 4 x Learning Project Activities</li></ul>








Key Stage 1	Year 1 Year 2	3 hours	<b>Daily:</b> <ul style="list-style-type: none"> <li>English</li> <li>Phonics/Grammar</li> <li>Reading</li> <li>Maths</li> <li>Explore and Discover</li> </ul> <b>Weekly:</b> <ul style="list-style-type: none"> <li>Spelling</li> <li>Handwriting</li> <li>VIPERS</li> <li>Votes for Schools</li> </ul>
Key Stage 2	Year 3 Year 4 Year 5 Year 6	4 hours	<b>Daily:</b> <ul style="list-style-type: none"> <li>English</li> <li>Reading</li> <li>Maths</li> <li>Explore and Discover</li> </ul> <b>Weekly:</b> <ul style="list-style-type: none"> <li>Spelling</li> <li>Handwriting</li> <li>VIPERS</li> <li>Maths Basic Skills</li> <li>Votes for Schools</li> </ul>

## Accessing remote education

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

Children will access a range of remote online resources provided through, although not limited to:

Resource	Year Group	Uses
Evidence Me 	Early Years	Evidence Me is a secure online learning journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum. Within Evidence Me you will find the work set and will be able to submit work completed for feedback.
Google Classroom 	KS1 and KS2	Google Classroom is a free Google App that enables teachers to set up their own 'Google Classroom'. This Classroom is used to send announcements to entire classes, share resources, videos, lesson notes, PowerPoints, diagrams, and home learning. It is a free resource that can be accessed from any device connected to the internet - laptops, desktop computers, chromebooks, tablets or mobile phones.
Microsoft Teams 	Reception to Y6	Microsoft Teams is a digital hub that brings conversations and content together in one place allowing teachers to deliver effective meetings and learning. Within Teams, we are able to host live sessions where the children can talk to their teacher and each other.
TT Rockstars 	Year 2 to 6	Times Tables Rock Stars is a carefully sequenced programme of daily times tables practice.  Each week concentrates on a different times table, set by the class teacher, with a recommended consolidation week for rehearsing the tables that have recently been practised every third week or so.

<p>Bug Club Phonics</p> 	Reception and Year 1	<p>Part of the Bug Club family, Bug Club Phonics is one of the DfE's approved phonics teaching programmes and aims to help all children learn to read in a fun and accessible way.</p> <p>Following the order of Letters and Sounds, phonics lessons will be assigned to children to complete daily.</p>
<p>Bug Club Reading</p> 	EYFS and KS1	<p>Bug Club is an online and book based reading scheme. Each child has their own personalised homepage in Bug Club's online reading world, where they can choose their own avatar, read new eBooks allocated to them, re-read eBooks they've read before and collect and view rewards linked to their reading progress.</p> <p>Children will be assigned books to read by their class teacher, who will be able to monitor the children's reading remotely.</p>
<p>Oxford Owls</p> 	Y1 to 4	<p>Oxford Owls has a free eBook library to support in developing reading skills at home. You can access books from Oxford's most popular primary school brands including Oxford Reading Tree and Read Write Inc., as well as stories from the Read with Oxford range.</p>
<p>White Rose Maths</p> 	Y1 to Y6	<p>White Rose Maths provide Daily 'home learning' lessons for Years 1-6. Every lesson comes with a short video showing you clearly and simply how to help your child complete the activity successfully.</p> <p>Any relevant activities / lessons will be uploaded onto the relevant online platform for phases.</p>
<p>BBC and BBC Bitesize</p> 	EYFS to Y6	<p>BBC Bitesize is a free online study support resource designed to help with learning and homework.</p> <p>Any appropriate activities / lessons will be uploaded onto the relevant online platform for phases.</p>
<p>Oak National Academy</p> 	EYFS to Y6	<p>Oak National Academy, is an online classroom offering high-quality video lessons, resources, and online library for all phases.</p> <p>Any appropriate activities / lessons will be uploaded onto the relevant online platform for phases.</p>
<p>Busy Things</p> 	EYFS to Y6	<p>Busy Things is an online collection of interactive games and activities, learning tools, and resources.</p> <p>Any appropriate activities / lessons will be uploaded onto the relevant online platform for phases.</p>
<p>Class emails</p>	All year groups	<p>Each class has its own email address where the class teacher can be contacted directly. Emails will</p>
<p>Stories and other activities recorded by staff</p>	All year groups	<p>Pre-recorded videos, lesson starters, PE activities, stories etc, emailed to parents or uploaded to the relevant platform for phase.</p>

Learning will be uploaded to Google Classroom / Evidence Me by 8 am daily.

Where a Live Teams meeting is planned, this will be communicated, with a link sent, at least 24 hours in advance via email to parents.

### If my child does not have digital or online access at home, how will you support them to access remote education?

It is our understanding most of our children have access to some form of smart device and the internet.

Google Classroom can be accessed via any device connected to the internet including, laptops, desktop computers, chrome books, tablets (android or Apple), mobile phones and any other smart device with

access to the internet e.g. X-Box and PlayStation and Kindle Fire. Details of how to do this for each device can be found on our website.

Where funding can be accessed, remote devices (e.g., laptops) and/or 4G connections will be sought, and loaned to families, in line with our device loan agreement, with disadvantaged children being a priority.

Parents are to make the school aware of any barriers to accessing remote learning as soon as possible, so that we are able to provide support where we can.

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

Some examples of remote teaching approaches used in delivery of learning may include, but is not limited to:

- Live meetings via Microsoft Teams for wellbeing sessions and small group teaching activities
- Pre-recorded teaching from Keston Primary School staff and from other educational establishments e.g. Oak Academy, White Rose Maths, BBC Bitesize
- Reading books pupils have at home or can access via Bug Club online, Oxford Owls or Oak Academies Virtual School Library
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences of lessons
- Online tasks through Google Classrooms
- Supplying resources for printing at home

## **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?**

As a school, we will do all we can to support pupils and families in remote learning. However, we require the support of parents for this to be flexible.

- We expect pupils to complete all tasks set
- We expect all pupils to attend all live Microsoft Teams meetings with school staff.
- We expect parents to support pupils by setting up a routine for learning and ensuring pupils have a suitable working environment

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

- Teachers will check pupil work daily
- A register will be kept of work completed and of pupil attendance at live Microsoft Teams meetings.
- If we are concerned that pupils are not engaging with live Teams Meetings or learning activities set through Google Classroom, welfare calls will be made to parents by a member of school staff to see how we can help.

### **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 others. Our approach to feeding back on work is as follows:

- Feedback will vary according to the work set but will be given using the Google Classroom. Sometimes this will take the form of a score, for example if a quiz has been set or will follow the same highlighting system used in classrooms.
- Sometimes, feedback may be given over the telephone or in a live Microsoft Teams meeting if this is deemed necessary.

## **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 learning?**

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education. 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:

- If your child is supported on our SEND register they may be provided with specific learning activities to meet their needs.
- If your child has an EHCP they will be invited to attend school to complete their learning.
- Where appropriate, regular contact will be made with parents and carers by the Inclusion Leader or a member of her team to support the remote learning of these pupils at home.

## **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 offer differ from the approaches above?**

Remote learning may, in this case, be stand-alone activities and lessons which rely more on third party resources for example Oak Academy. The activities set will match the learning intention of the pupils being taught in school, but may vary in delivery and content due to the availability of resources and the inability to work alongside peers.