

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 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?

Please access your child's Google Classroom, each day teachers will post activities for you to complete and google meet times to attend.

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 will teach the same curriculum remotely as we do in school.
- The school has prepared a plan for remote learning and this learning will match the learning that would normally have taken place within the classroom (as far as possible).

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:

Primary school-aged pupils	Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day
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Accessing remote education

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

Through Google 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 aware that not all families will be able to access learning materials online, either via a tablet or computer:

- If you are unable to access materials online or have no internet, please notify the school as soon as possible by email to head@marldon.education or admin@marldon.education so we can find a way that we can support you with this.
- If your child is completing work in a workbook or on paper, rather than uploading it to Google Classroom, this can be dropped into school and will be marked on a weekly basis. This may take a little time as books will have to be brought into school and quarantined before the staff can mark them. Alternatively, you can post photographs of their learning onto Google Classroom or Tapestry for the staff to see.

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 (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- uploaded activities including teaching slides and differentiated activities.
- 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?

- There will be an expectation that your child accesses as much of the remote learning each day as possible.
- We are replicating what your child would normally be completing in a class context at school and do not wish them to fall behind in their learning.
- We will be monitoring the attendance at the live lessons and will call parents to offer our support if needed.
- The expectation is that your child is part of online sessions at least twice a week.

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

We will:

- Take registers for each live teaching session.
- Mark and respond to submitted work daily
- If children do not attend live sessions or submit work regularly, without a known reason, we will phone home to offer any support that is needed.

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:

- The teachers will be monitoring the learning that the children complete on their Google Classroom and will provide feedback throughout the week.
- If your child is completing work in a workbook or on paper, rather than uploading it to Google Classroom, this can be dropped into school and will be marked on a weekly basis. This may take a little time as books will have to be brought into school and quarantined before the staff can physically mark them.
- You can post photographs of their learning onto Google Classroom or Tapestry for the staff to see and respond to.

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:

- As teachers would in class, differentiation needs to ensure that all children can access the learning and are supported or challenged as required.
- The SEN team and class teachers will check in with families during the lockdown period.

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?

Remote education will continue on Google Classroom with the same mixture of live and recorded teaching.