



Remote Education Provision

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?

On the first day pupils will receive lessons uploaded to Google Classroom. These will include activities linked to Maths, English and a Topic lesson. On Day 2 pupils will receive tasks and learning videos which follow their normal timetable.

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 needed to make some adaptations in some subjects. For example, the PE curriculum will focus on personal rather than team goals and we may encourage shorter and more frequent exercise sessions throughout the week. If practical resources are needed for lessons which would not be available at home, we adapt the lessons accordingly.

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:

Key Stage 1	In Class 3 pupils receive approximately 3 hours of designated learning time. For EYFS in particular, there will be play based tasks included within the daily activities set. For pupils in Year 2 in Class 2 this also applies. Younger children will need to spend time moving in the garden, around the home, socialising with their families etc. which are all essential elements of learning and development. This will be included in the learning time.
Key Stage 2	Pupils will receive around 4 hours of designated learning time. This will include a range of subjects and activities, which will include opportunities for pupils to move around the home/garden/local area.

Accessing remote education

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

At Cockwood Primary School we use the platform Google Classroom in supporting remote learning. This encourages daily responses from pupils, where they can upload their work, videos of learning etc. and can liaise with the class teacher immediately.

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:

Class teachers call regularly to check on the children and families. All families will be called within the first 10 days of a lockdown. A key question asked is whether there are enough devices to support remote learning. Emails are also sent from school asking for key information from parents with regards to capacity at home to support children's learning

If necessary, we can loan tablets/laptops to parents. These will be signed out and back in when returned.

We can print off all lessons and paperwork for families where they cannot access online learning, although this is our least favoured option, as engagement online supports our monitoring of well-being. Parents can collect from the gate. If this is not possible, we will post items or drop packs home.

If pupils do not have online access, they can return their paper copies which will be marked, assessed and returned to them.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

Recorded teaching .Class teachers currently produce pre-recorded teaching videos which are daily and sequenced, to ensure progression of learning and skills. We may also use Oak Academy to support provision.

Tasks set on google classroom for the children to complete.

Printed paper packs produced by teachers (e.g. workbooks, worksheets)

Reading books and key words pupils have at home

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences, such as BBC Bitesize, Matific, Spelling Shed, Accelerated Reader quizzing for reading assessment, Alpha and Number Blocks.

Internet research activities where appropriate

Current Provision (Jan 2023) Reading and times tables/number work is set daily.

Class 3 receive a daily phonic video, Literacy video and Maths video. They are also set a topic lesson.

Class 2 receive a differentiated Maths video (year group specific), Writing video and at least 2 reading comprehensions per week. Topic tasks for the afternoon.

Class 1 receive a daily Maths and Literacy video. They also receive a topic task.

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 parents to support their child in completing the tasks set. We are available to offer daily support for parents and pupils. We expect parents to communicate to us if they have difficulties accessing broadband or do not have adequate devices, so that we can support them with this. We also hope that parents will inform us if the remote learning is not enough/too easy/too challenging etc. so we can improve this.

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

Class teachers are continually checking pupils' level of engagement via google classroom.

If we have not seen adequate engagement, then class teachers phone home during the week to discuss this with parents and child.

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:

Pupils upload their responses onto the learning platform which can then be marked and assessed by class teachers. Feedback is also given daily. This can be either individual feedback for each piece of work or group feedback, via the chat facility on google classroom.

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 liaise closely with families of pupils with SEND. Pupils receive ability appropriate tasks and teaching assistants can offer further support over the phone. Families of pupils with an EHCP are called at least weekly by the SENDCo. We also offer speech and language support for children virtually, where a TA can continue a specific programme where resources allow.

Younger pupils have specific Phonics, Maths and Literacy videos uploaded daily. Topic tasks also set daily. There is however an understanding that younger pupils cannot sit in front of a screen for long periods of time, so they have a range of fun, child led, play based activities to also try to attempt with families.

The mental health and well-being of all pupils and families is considered when planning remote learning tasks 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 differ from the approaches described above?

Pupils at home will receive the same lessons which are being taught in school. They may not receive teaching videos to the same level if it is for an individual pupil, but they will receive tasks via Google Classroom and can liaise with the class teacher daily, who will mark their work and offer support where needed.

Reviewed Feb 24
Policy Review Due Spring 25