



Remote education: 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 further details, please read our Remote Learning policy which we are updating regularly as our offer evolves.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home

A pupil's first day of being educated remotely might look different from our standard approach, while we take all necessary actions to support a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of being sent home?

If the school is required to close to the majority of children and move to remote education for all children, it may take 24 hours for remote learning exercise books to be distributed to all children. However, we are able to move to remote learning very swiftly and remote learning expectations will be shared with you and your child via Google Classrooms and email. We are able to move to deliver maths, English and most foundation subjects within the first day or two of being sent home.

Following the first few days of remote education, will my child be broadly taught 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, whilst we can deliver some physical fitness activities, we are not able to deliver our usual PE curriculum remotely. We will amend our expectations of activities in subjects such as art, to ensure that the tasks set are accessible for remote learning.

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:

Early Years:

Children in the Early Years will have regular opportunities for virtual contact with their class teacher and two hours of learning activities each day.

Key Stage 1:

Children in Key Stage 1 will have daily opportunities for virtual contact with their class teacher and three hours of learning activities each day.

Key Stage 2:

Children in Key Stage 2 will have daily opportunities for virtual contact with their class teacher and four hours of learning activities each day.

Accessing remote education

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

St. Aidan's is using Google Classroom as its digital learning platform. We are using a range of other resources e.g. Oak National Academy, BBC Bitesize and pre-recorded videos to support remote learning.

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

We recognise that some pupils may not have suitable online access at home. As a small school that knows each family well, we use a range of methods to support families access remote education. This includes lending schools laptops to families, support with enabling an internet connection or organising for in-school provision. In the first instance, parents should raise any access issues with their child's class teacher.

How will my child be taught remotely?

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

- Live teaching sessions
- Video recordings made by teachers at St. Aidan's
- Recorded teaching made by other teachers e.g. Oak National Academy maths
- Websites supporting the teaching of specific subjects
- Some project work
- Some children will be provided with printed paper packs or workbooks.

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 children should attend the live sessions with their class teacher. For children in Key Stage 1 and 2, these top and tail the day to provide a structure to the day. Teachers will complete a virtual registration and set the expectations for the day each morning. In the afternoon session, they will review the day and provide whole class feedback.

A suggested timetable to activities is provided for each day. There is flexibility within this, as we appreciate that many families are sharing devices and internet access during the day. Each piece of work assigned has an expected submission date and time and it expected that children turn their work in on time.

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

Teachers will take register at each virtual meeting and attendance will be monitored. The submission of work will be monitored. Where there are concerns with engagement, these will be

raised with you through contact from your child's class teacher, where they will work with you to try and address any barriers your child has in engaging with their remote learning.

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.

In Key Stages 1 and 2, teacher will review all work submitted, whether it is turned in on Google Classrooms, or submitted as an image of work in their remote learning exercise book. One piece of English work will be deep marked each week. There will also be an opportunity for each child to have verbal feedback from their teacher via small group virtual meeting each week.

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. The Inclusion Manager will liaise with the parents of all children who have Education and Health Care plans or have Learning Support Plans to ensure they are engaging with remote learning.

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?

Whilst the school is open for teaching, we are able to provide access to all core curriculum subjects for all children. Each week, teachers write a parallel plan for children who may need to learn remotely. This enables them to access remote learning via the use of Oak National Academy for maths teaching and a number of other website supporting the teaching of specific subjects. Links will be provided to enable children to access their class's Power of Reading class book. Full access to the full curriculum offer may not always be possible e.g. lessons taught by our specialist teaching team.