



Remote Education Provision: Information for Parents

Early Years (Reception and Nursery)

This information is intended to provide clarity and transparency to pupils and parents or guardians 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?

- A weekly plan is made available every week on Tapestry regardless of any bubble closure. This ensures that parents/guardians have immediate access to the resources, activities and tasks planned for the week.
- Live lessons will begin on Teams in the event of any closure, providing staff are well. Resources will also be added to Teams. The plan includes ideas for activities at home, an outline of the lessons for the week and links to further online resources.

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 – covering the same sessions we would usually teach in class on Teams. As we teach with an ‘in the moment’ style outside of carpet lessons, this is difficult to replicate remotely. For this reason, we will provide ideas for activities that may be of interest and provide further guidance for individual children in our feedback to Tapestry observations from parents. All live lessons are recorded so parents can access these at a time that suits their family. We will also provide home learning packs for those unable to access Teams.

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:

Reception	<ul style="list-style-type: none">• 2 ½ hours
Nursery	<ul style="list-style-type: none">• Activities available up to an hour

Accessing Remote Education

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

- Microsoft Teams
- Tapestry

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:

- Devices have been provided for the most vulnerable.
- Tapestry and Teams both work on phones, tablets, laptops and desktop devices.
- Any pupils who cannot access online learning will be sent a home learning pack.
- Parents can choose to either take a picture of this work on post on Tapestry/Teams, or return in post to the school.

How will my child be taught remotely?

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

Early Years children have access to live online lessons on Teams.

- For Nursery, this is one session a day.
- For Reception this is a phonics, maths and English/topic lesson, with additional time to interact with peers and the teacher and TAs.
- Families are also signposted to other useful online resources.
- Teachers also respond to Tapestry observations with praise and ideas for extension.

Engagement and Feedback

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

- We hope that parents are able to engage with the Teams lessons either live or the recordings.
- We ask that parents let us know how they are getting on via Tapestry where possible.
- We are also sensitive to the wellbeing of our families and children and understand that every family will need to access the remote education at a time and in a way that suits them.

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

- We monitor who has attended the live lessons and which children we have observations for on Tapestry.
- Any concerns are feedbacked to the Senior Leadership Team who then liaise with our Family Support Officer to ensure the family are supported by the school.

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:

- Teachers will feed back on any work seen in a live lesson verbally.
- Teachers also provide opportunities for discussion in live lessons.
- Further written feedback will be given for work submitted on Tapestry.

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 guardians to support those pupils in the following ways:

- We provide 1:1 live sessions for children who would receive this support in school with one of the class TAs.
- We support parents in Reception/Nursery by encouraging them to access remote education at a time that suits them.
- We also provide advice and support for parents in our written feedback.
- We have also conducted parent surveys to ensure our remote education offering is supporting the families of our school.

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?

- There may not be as many live lessons on Teams but the Tapestry plan, as well as feedback from the teacher will still be available.