



## **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?**

The Google Classroom will be ready for remote learning from day 1. Staff will ensure that a Google Meet is set up for the first morning to discuss work, expectations, timetabling and routines and procedures. Paper copies will be available on request.

### **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, Design Technology, Art and Design and Music will rely on specific resources from school. Amendments to curriculum will be considered to make the lesson objectives workable for home 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:

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?

Children will access remote learning through the Google Classroom using their Norfolk County Council @nsix email accounts.

Additional digital content will come from Times Tables Rock Stars, Sumdog, White Rose Maths, BBC and Oak Academy.

### 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:

Families can request a laptop/Chromebook from the school office on 01603 441417 or [office@falcon.norfolk.sch.uk](mailto:office@falcon.norfolk.sch.uk)

The school has a limited supply of laptops/Chromebooks therefore we can only allow one per household on request.

Families can request printed materials from the school office as above. Printed materials can be returned to the school for submission to teachers.

### How will my child be taught remotely?

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

Two daily live Google Meets. One in the morning to teach and go through the morning activities. One in the afternoon to discuss the morning and teach the afternoon session.

Teachers and Teaching Assistants are available throughout the day for families should children need help.

We use a combination of live teaching, video/audio recordings made by teaching staff and independent work.

Printed packs of the remote learning activities.

Websites such as Times Tables Rock Stars, Sumdog and the BBC.

Oak Academy videos and resources.

## **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 children, where possible, to join the Google Meets and submit work to school.

Follow the daily timetables where manageable in the home setting.

Ask the child's teacher for support where needed.

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

Staff monitor pupil engagement on a daily basis.

Staff will contact families through Class Dojo, email or phone to discuss any concerns.

Staff will contact all families for a welfare check.

### **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:

Staff will assess work and feedback to pupils through the Google Classroom and add-ons such as Mote where appropriate.

Staff are very responsive through Class Dojo, Google Classroom and email.

## **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:

All families with a child who has an EHCP was called by the SENDCo as soon as lockdown was announced, to discuss whether that family wanted to accept a place in school. If the family wanted the child to attend school then consideration was given to which bubble they would be in and staffing adjustments were made so that there was sufficient support. A few children with an EHCP who were attending school also accessed more specialist provision in school through a KS1 teacher and 1:1 support. All staff have access to children's EHCPs on the shared drive so staff unfamiliar with children in their bubble have an opportunity to familiarise themselves with their needs. Families whose child has an EHCP who decided to home school are contacted regularly to assess the ongoing needs of that child and family, some families since the beginning of lockdown have since decided to send their children in to school on a part-time basis which we have been able to accommodate. This has been especially important for those learners with ASD as they often see home as a place they do not do 'school work' and so parents were finding it difficult to engage them, also they often need stability and routine which they did not have at home working. Children with SEN and not necessarily an EHCP who are home schooling all have access to differentiated work. Some learners who are working significantly below Year group expectations have also accessed English and Maths work via the SENDCo Google Classroom which has provided Key Stage 1 objectives. Some children who may find listening to Google Meets and retaining all the information difficult have been offered small group meets after the class have left so that instructions can be further broken down again. Teachers have also allocated time during the day when children with a question or are finding the work difficult can speak to them directly. For some children completing work in the time scale is challenging so a different, reduced timetable has been offered. Laptops have been prioritised for children with additional needs and staff have spent time working with parents to make sure they are able to use google Classroom and helping children log in to technology.

Additional online support platforms are being used such as Nessy, Flash Academy and Dyslexia Gold to make sure that children who would normally be accessing interventions are still able to practice and consolidate prior learning. Reading is also being supported through online libraries such as MyOn and Oxford Owl. For SEN learners where using the technology is felt to be the barrier then paper copies of work are provided. There are also a small number of learners with significant learning needs that are receiving individual learning packs delivered to their house by the KS1 teacher employed to support them.

Children with social and emotional difficulties have been supported through wellbeing lessons within their class. Some have also been offered a nurture 'catch-up' meet once a week to talk about how they are feeling and give them ideas for managing their anxieties, children who are in school have been able to have 1:1 sessions with a nurture lead. The PSW has also been checking in regularly with these children and families.

## **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?**

Same as above.