

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?

A package of work will be emailed out for the two days which will contain consolidation work (not new learning) in English (reading and writing) and maths that teachers believe pupils can do independently. They will also be sent links to pre-recorded lessons chosen by the teacher.

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 content remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in pace and delivery of some subjects. For example, it will not always be possible to provide the same range of resources that children can access in school and we may source video to use instead. Our remote curriculum will always provide daily learning in English (reading and writing) and maths, and at least one other subject. Across a week, children will receive a broad and balanced curriculum, that includes a focus and guidance on wellbeing and physical activity.

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:

EYFS & Key Stage 1	Approximately 3 -4 hours per day.
Key Stage 2	Approximately 4-5 hours per day.

Accessing remote education

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

Remote learning will be uploaded onto the New Valley website each evening for the following day. Parents/carers and children can find the plans and activities for their class on the website by following Parent information → Distance Learning and then selecting the relevant year group.

Any online teaching or learning resources will be linked into these documents. These links include any pre-made recordings or Padlets to be used by pupils.

Live teaching sessions will be delivered through Microsoft Teams, allowing children and adults to interact. Teams can be accessed through any PC, laptop, tablet or smartphone. Teams lessons are 30 mins in the morning and 30 mins in the afternoon for each child as part of half the class.

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:

Parents and carers should contact us, by e-mailing or phoning the school office, if their children have inadequate online access, and we will try to support in one or more of the following ways.

- Where possible and appropriate, we will loan a device (laptop, chrome book or tablet) to support remote learning.
- We will support parents in accessing government schemes such as additional internet data or free wireless routers.
- If families are unable to access learning online, we aim to provide paper copies of resources and activities; as teachers plan daily, this can be sent or collected retrospectively on a Friday for the week just ending.
- Children and families are encouraged to return work to the class teacher at the class e-mail address, by photographing or scanning and sending as an attachment.

We are careful to ensure the remote learning content is not reliant on online access and that work does not need to be completed online.

How will my child be taught remotely?

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

- Remote learning activities and resources will appear each day on the school website. This will include a suggested timetable, as well as lessons for English, maths, the wider curriculum, wellbeing and physical activity. These plans include links to other learning resources and ideas, including video links.
- Daily Microsoft Teams sessions, where children receive live teaching, and where they can interact with their teachers and each other. The length and content of these may vary depending on the ages and needs of the children: for example, children in EYFS and KS1 are likely to take part in phonics sessions.
- Regular, live, whole-school assemblies are used to reinforce key messages, celebrate success and encourage engagement.
- Teachers use pre-made video resources to support teaching e.g. White Rose maths videos.
- Teachers add explanatory pre-recorded videos to parts of their class work that require it.

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?

New Valley will do all we can to support children's remote learning and to maintain the connection with school. This clearly works best when parents and carers play their part in supporting their own children's education, and when children themselves show high levels of engagement. Therefore, we expect parents and carers to support their children by:

- Valuing remote learning as being as important to the child as in school learning
- Enabling them to access remote learning on the website and live Teams sessions, if possible, and informing the school if not possible;
- Helping children find a place where they can work with good levels of concentration;
- Helping with learning where possible and necessary;
- Encouraging a positive, 'can-do' attitude to learning, and to school in general.

We expect children to:

- Join their live Teams sessions every day;
- Engage with their class's remote learning activities and resources every day, including submitting completed or ongoing work to their teacher.

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

Teachers keep a daily register of whether children join class Teams sessions and submit work. Teachers will inform the Headteacher and/or Deputy Head if they have concerns about lack of engagement or contact.

Senior leaders will check the class registers at least weekly and follow up lack of engagement or contact, by contacting parents/carers by phone or e-mail. If necessary, this will be escalated to involve the school's Educational Welfare Officer.

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:

In this section, please set out briefly:

- Wherever possible children's work should be photographed or scanned and sent back to their teacher for marking
- Teachers will feedback daily on work received from pupils
- Teachers will monitor progress through question and answer sessions during live calls
- Quizzes and question sets will be used to ensure lessons are pitched at the right level for the children

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:

- Teachers will differentiate work to suit the needs of the children in their class. For some children, this may mean following a different program of work to the main body of the class work, but teachers will always ensure inclusion in wellbeing and class Teams lessons. This work should be completed and returned by email to the teacher to be marked.
- Where additional resources will be required to complete tasks, teachers will arrange a pack and discuss individually with parents how this will work.
- Those children who are normally in receipt of additional speech and language support will receive this at least weekly through pre-arranged Teams meetings
- Teachers will timetable short, regular small group Teams calls to those children who require extra intervention to maintain the pace of the normal curriculum
- Children will be signposted to specific websites and programs that suit their needs

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?

taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing

In the event of individual children remaining at home, work will be emailed to the child's parents at the beginning of each school day. As far as practicable, this will be the same as the work the children are undertaking in class. Depending on the circumstances, a Teams call may be set up for the child to watch part of the maths and English lessons for the day or a separate Teams call will be made to the child by either the teacher or TA during the day. Children will be expected to return their work by email at the end of the school day. Where it would not be possible to mirror the work done in school, teachers will source a closely matched activity for the child to do at home. At all times we will try to make sure the gap in learning is minimised.