

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 if 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 may 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?

We will use Google Classroom and Zoom to teach the children from the first day of being sent home. Routines and timetables will be sent in advance but may be altered as appropriate.

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, physical education and music will be shared using suitable videos.

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:

Primary school-aged pupils	KS1: Learning will take place from 9am to 11.45am and 12.45 to 3.10pm
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	<p>KS2: Learning will take place from 9am to 11.45am and 12.45 to 3.00pm</p> <p>In the morning, teachers will be on-line to support when the children are working independently.</p> <p>After the afternoon introduction children will work independently and come back for a plenary and story.</p> <p>Timetables will be sent to each class.</p>
<p>Registration and reading 9.15-9.30</p> <p>Session 1 Live teaching 9.30 – 10.30</p> <p>Break 10.30 – 10.45</p> <p>Session 2 Live teaching 10.45 – 11.45</p> <p>Lunch 11.45 – 12.45</p> <p>Session 3 12.45 – 1.15 Introduction</p> <p>1.15 – 2.00 Independent task</p> <p>Session 4 2.00 – 2.15 Feedback on independent task</p> <p>or 2.45-3.00 depending on year group</p>	

Accessing remote education

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

We will be using Google Classrooms and Zoom. Some learning may be sent home on paper, emailed or added to LGFL.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Parents who need to borrow devices (laptops, etc) should email head@fitzjohns.camden.sch.uk
- Parents who need to borrow devices that allow access to the internet should email head@fitzjohns.camden.sch.uk
- Parents may contact the school if they require paper copies of learning
- Learning completed on paper may be dropped off in the office

How will my child be taught remotely?

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

- live teaching (online lessons using Zoom and Google Classroom)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. LGFL)
- long-term project work and/or internet research activities
- (Where needed) printed paper packs produced by teachers (e.g. workbooks, worksheets)

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 all children to access all lessons but appreciate that this may be a challenge for some working parents – we ask that everyone does their best and can expect nothing more
- Children will need a table or desk to work on
- Parental support and overview of learning is much appreciated especially for younger children. We appreciate that parents/carers may not be able to sit with their child for the whole day but some support and “check in” will help the child to understand expectations

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

- We will take a daily register;
- Class teachers will look at and feedback on learning
- Where we have concerns the class teacher will speak to the Head/Deputy and they will contact the parent to offer support

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:

- Questions to groups and individuals in the live teaching sessions;
- Observations during independent learning;
- Comments and feedback on longer pieces of learning;
- Marking some learning together in the plenary;
- Children marking their own maths;

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:

- Children with EHCPs will be able to attend school;
- One to one/small group sessions with support staff

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?

We will send a pack of resources home for children who are self-isolating to complete. This will need to be completed independently or with parental/carer support.