



Eastlea Primary 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?

If a child is sent home to start remote learning then they may take a paper based pack/some books home with them initially. This will supplement any online learning using Seesaw/Tapestry which families are familiar with.

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 aim to teach some of the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

Maths and English/Phonics work will continue each day and other topic based/wider curriculum work will be set over the course of a week depending on the circumstances.

Work will be shared via Tapestry (Early Years) and Seesaw (KS1 and KS2)

The school reading challenge will remain in place as will other online work on Numbots, Times Tables Rockstars and Spelling Shed.

Suggested PE tasks or opportunities for physical activity will also be provided.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We are very aware that every child/family circumstance is different and expect that remote education (including remote teaching and independent work) will take place each school day for children – how long they spend will depend on the age group of the children and the nature of the work but **will be no more than:**

Early Years	1 to 2 hours per day
Key Stage 1	2 to 3 hours per day
Key Stage 2	3 to 4 hours per day

Accessing remote education

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

Remote learning will be accessed via Tapestry (Nursery and Reception) and Seesaw (all other year groups).

These systems are known to children and parents/carers as they are in use when the school is in normal session anyway.

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:

- Children/parents/carers can seek help with Tapestry/Seesaw based tasks by sending messages directly to class teachers.
- Paper based packs can be provided for those who struggle with internet connection/devices.
- Laptops are now available to loan from school if required.
- Information on all these procedures is available by contacting your child's class teacher.

How will my child be taught remotely?

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

A range of approaches will be used to teach pupils remotely, depending on the age and learning needs of the children.

Some examples of remote teaching approaches:

- recorded teaching (e.g. White Rose maths videos via Seesaw, video/audio recordings made by teachers – such as stories shared by Early Years staff)
- online follow up activities for independent work – submitted to staff for feedback
- printed paper packs produced by teachers (e.g. worksheets, books)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC Bitesize)
- wider curriculum investigations and/or internet research activities linked to ongoing topic work (e.g. science investigations, design technology competitions, physical activity challenges)

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?

- all children at home are expected to engage with remote education if they cannot be in school – preferably on a daily basis
- parents/carers are asked to support their child by setting routines to support their child's education and helping to provide them with the space to do their work
- parents/carers are also asked to encourage their child with their work, to submit what they have done to staff and to seek help if that is required

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

- pupils' engagement with remote education will be checked each day
- messages will be sent to children/parents/carers via Tapestry or Seesaw if engagement is a concern
- follow up phone calls to parents/carers will be made if the need arises

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:

Pupils will receive feedback daily (where possible) on activities they have submitted to class teachers – via a response/messages on Seesaw or 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 carers to support those pupils in the following ways:

- where possible differentiated work tasks will be provided for pupils with SEND so that they are able to complete work remotely
- additional paper based work packs may also be provided with targeted activities where required
- parents/carers of younger children will be advised to do more practical tasks to support and encourage their early learning development

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?

Where possible the work set for individual children who are self-isolating will follow a similar pattern to what is outlined above.

Maths/English tasks will link as far as possible with the work being done by the rest of the cohort in school so that when the child returns their experiences will have been aligned with those in class.

Wider curriculum tasks will be modified to enable work to be done which is similar to that done in school as appropriate.