Great Corby School and Nursery

Remote education provision: information for parents

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This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;

- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

Reference throughout has been made to the [DfE: Providing remote education - guidance for schools.](#)

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?

Depending on the situation, the class teacher may set work to take home that day. Additionally, our online platforms are set up ready to go and most families are used to using them already. Preliminary work will be posted as soon a reasonably possible, with the full complement of work arriving in the first few days.

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, some topics might not follow the same journey of learning as they would do if the children were in class. Our practical subjects that rely on working collaboratively will be adapted – for example our PE will be sent as PE challenges with the support Get Set 4PE. Our foundation subjects may be blocked across the week – for example a week of RE or Science, this way there will be more coherence in the children's learning in this subject.

Remote teaching and study time each day

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

We will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently:

Primary school-aged pupils	EYFS – up to 2 hours – sometimes in small 20 minute chunks, sometimes for longer periods when pupils are asked for example to explore an outdoor area and do a follow on activity. Key Stage 1 – 3 hours Key Stage 2 - 4 hours

Accessing remote education

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

For Reception aged pupils we will use the Tapestry platform.
For Years 1 to 6 we will use the Showbie
Your child's class teacher will give you details on how to log into these platforms.

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:

If children do not have suitable online access at home and you have informed the school of this, then we will endeavour to support access to our home learning by contacting you by phone and discussing the problems and the available solutions to these. These solutions could be

- The lending of a laptop/tablet if internet access is fine but lack of hardware is the problem

- provide support in overcoming difficulties such as sharing of one device in a household with multiple users, how to complete learning using ipads/phones or games stations rather than laptops

- organising the printing and collecting of paper based resources if this is the only way of receiving the learning.

- being offered a place in school due to not being able to access learning at home through other means

How will my child be taught remotely?

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

- online assignments produced by our class teachers with weblinks to carefully sourced digital media.

- online assignments with activities uploaded by our class teachers

- recorded teaching (by us and by other teachers, including reputable sources such as Oak Academy, BBC and Discovery Education)

- video tutorials with your child's class teacher.

- reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- on-going project work

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?

Ideally parents will be available to support their child's remote learning 5 days a week, helping them to complete the daily assignments set by their teachers. However we understand that this is not always possible. We ask for a minimum completion of 50% of assignments set.

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

Teachers check online learning platforms on a regular basis, throughout the day where possible but at least once a day, to assess the level of engagement of children in their class.

Teachers will be holding online face to face tutorials twice a week where any work that has been done offline can be looked at and the teacher can see the child is engaged with their work.

If no engagement with the work is evident after three days, the teacher will make contact with the parents, initially via email, and if this is not successful, via telephone.

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:

Our Showbie and Tapestry platforms allow us to give your child feedback. Feedback will be given during our normal school opening times. This may be as a written comment or a mark from an activity. Verbal feedback can be given to pupils in our live tutorials.

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:

Just as we do in school, our online learning platforms allow us to differentiate activities to meet the needs of all our pupils.

We support our youngest children by ensuring we provide engaging activities and videos which include the use of puppetry, songs and games.

For parents with children with additional needs we offer extra support as needed and our SENCo is available with advice and support for families who are struggling with particular issues.

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 endeavour to set activities on our online platforms that match what we are doing in class. Our online platforms will enable us to keep in touch with children self-isolating.