



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

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Remote education will be available as part of the same-day response. These will be the same resources as in school. Staff plan both home and school learning to be the same and so that they can be sent out as quickly as possible. There may be a slight delay before work is sent out via Tapestry.

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 in almost all subjects in year groups.
- In a very limited number of cases, small accommodations may have to be made – for example, Key Stage 2 musical tuition led by external instructors on instruments in school may be substituted for broadly similar learning outcomes from Oak National Academy and/or Charanga. Similarly, in the event of educational visits or visitors or other non-standard events, alternatives will be offered wherever possible.

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:

<i>Nursery (non-statutory for reporting)</i>	<i>1.5 hours</i>
<i>Reception (non-statutory for reporting)</i>	<i>2 hours</i>
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?

Work is set via Tapestry for all year groups.

Completed work can be sent back to teachers for feedback.

In the event of Tapestry being down, work may temporarily be placed on the school website under 'Home Learning Resources'.

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:

- From previous questionnaires, we know that all families at the time of questioning have internet access with mobile devices. However, we know that circumstances can change for families, especially if they have multiple children being home-schooled.
- A small number of devices have been made available for children in Years 3 and Year 4 only as per Department for Education guidelines. These will be available for families who are having significant difficulties with devices.
Preference will be given to disadvantaged families and/or vulnerable families who are not in school as well as those families with multiple children attempting to access work at the same time. For more information, please contact the school directly by phone or email Jonathan Booth, Deputy Headteacher (jonathan.booth@archbishop.newcastle.sch.uk).
- Families who are not accessing work (as evidenced through Tapestry logs) will be contacted directly to ask if the school may assist them in any way. Please see below.

- For children in younger year groups than Years 3 and 4 where devices cannot be handed out, specific difficulties will be dealt with in a bespoke manner on a family-by-family basis, working between parents, teachers and the Senior Leadership Team.
- The school has a number of data-only SIM cards for families who need additional online data. These are also available by contacting Jonathan Booth.
- Unless there are extensive extenuating circumstances, work will not be available in printed format. Exceptions will be made for families who are shielding or otherwise unable to attend school and who do not have online access and are not eligible for devices. In such scenarios, alternative ways of sending work in will be negotiated so as to not disadvantage such families in comparison to those accessing Tapestry.

How will my child be taught remotely?

Whole-school

A variety of teaching approaches will be taken with some approaches unique to each class and individual needs. Generally, however, the school will do the following:

- Provide high-quality resources which are, in almost all cases, identical to in-school work and which follow the school's curriculum just as we would do if the child were in school.
- Provide clear instructions to the children using PowerPoint and other presentation software. In the event that the majority of children are not in school, or in the event of a local/national 'lockdown', this will include, for most subjects, some form of direct instruction (e.g. audio clips, videos).
- In the event that the majority of children are not in school, or in the event of a local/national 'lockdown', the school will provide resources the night before so that families may fit school work around their own schedule and personalise it to fit their own individual circumstances. We will make every attempt to do so outside of these circumstances, but this may not always be possible.
- Teach the whole curriculum, avoiding condensing or combining subjects, ensuring that subjects are taught explicitly, independent of one another.
- Lessons will be responsive – for example, if a concept is not understood well as evidenced by feedback, subsequent lessons will be changed accordingly. This is why the school only sets one day of work at a time.
- Avoid the use of 'projects' or research-based tasks unless as extension material or as optional challenges over and above the standard curriculum. This is due to Department for Education recommendations and the importance that lessons match what is taught in school and is feasible for families to complete at home.
- Avoid work wherever possible that requires a printer or printed resources.
- All children in KS1 and 2 have been provided with a home-school learning book. Resources such as books, rulers and stationery are available from the school office by request. For families who cannot leave their house, these resources will be delivered to them on request.
- Oak National Academy resources will be used for some subjects in some year groups.

Nursery:

During the Spring 2021 lockdown, Nursery was open so, in most cases, children were in school. However, in the event of absence, Nursery children will receive:

- Two activities a day.
- One activity each day will be either phonics or mathematics focused, alternating each day.
- The second activity will be focused on one other prime area of learning.
- Daily reading will be strongly recommended in addition to this.

Reception:

- Three activities a day
- Phonics and Maths will be set daily.
- One other subject will be taught, just as in the Reception classroom, to ensure full curriculum coverage.
- In addition to the three activities a day directly provided, families are recommended to complete the following:
Daily reading
IXL
Spelling Shed
Ten Town

Key Stage 1 and 2:

- Daily English and Maths
- Daily afternoon subject that matches in school activity (Science, R.E., History or Geography, Computing, PSHE, PE, and, for KS2 only, Spanish).
- Maths teaching will use White Rose Hub premium resources, which will include links to teaching videos provided by WRH.
- A spelling, punctuation and grammar (SPaG) and/or handwriting activity.
- During 'lockdown' periods or when most children within a class are not in school, audio clips or video will be used in English, RE, Science, Geography, History, and (KS2 only) Spanish to provide an element of direct instruction.
- Oak National Academy will be used for Music, including to substitute specialist musical tuition.
- Families will be strongly encouraged to, additionally, access the following online services:
IXL
Times Table Rockstars
Spelling Shed
RM Easimaths
- Intervention programs, such as Lexia, are accessible from home for specific children.
- Daily reading is strongly encouraged with new books available to be collected from school if required or delivered in the case of families with extenuating circumstances.

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?

- As a school, we encourage all children to engage with all tasks that are set.
- However, we understand that each family is unique and will have their own routines, working patterns and particular needs.
- Families are reminded that they are not constricted by the school timetable. They may organise their time as they wish according to their circumstances. For instance, children may work Mon-Thurs and Saturday, or they may do less work on a Wednesday and double up on Thursday, and so forth.
- Families will be encouraged to upload work as soon as children have completed it and feedback will be provided ideally on the same day and in the vast majority of cases within 24 hours of completion, except on days where school is shut (e.g. holidays, weekends).
- Feedback will usually include a mixture of celebration of success and constructive guidance as to next steps, appropriate to the child's age and individual needs.
- Families will be encouraged to contact staff directly if they are struggling.

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

- Staff are encouraged to use their knowledge of the families and close bonds with parents and carers to make approaching families bespoke to each set of circumstances.
- If work is not being accessed at all (evidenced via Tapestry whereby family members have not clicked onto observations) then staff members will contact families directly and ask how they may better support them.
- If work is being accessed but no work is being uploaded, then staff will, after a period of time not exceeding two weeks, contact families and ask if they are having difficulties uploading work and offer advice.
- In the event of non-engagement and no contact whatsoever, including no response from emails, messages and calls, referrals will be made to the attendance officer to conduct a safeguarding visit.
- SEND children and those identified as vulnerable will receive additional calls and 'check-ins', coordinated by the Senior Leadership Team. In the event of partial school closure, however, the vast majority of vulnerable and SEND children will be expected in school.

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:

- Feedback will be given for the vast majority of work that is completed.
- Individual feedback will be given on every piece of work that is completed based upon the activities set.
- Additionally, staff may choose to provide feedback for individual pieces of work not directly related (e.g. supplementary projects).

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:

- In the event of a lockdown, the vast majority of children with SEND are highly likely to be in school. During the Spring 2021 lockdown period, almost all children on the SEN register were offered a school place and the vast majority took up these places.
- Work will not be unnecessarily differentiated as it should remain as ambitious and challenging as it would be at school. For those who have SEND and are working at home, provision will be differentiated if appropriate to their needs.
- In the event of concerns around accessing work related to SEND, both staff and families should contact the SENCo directly (jonathan.booth@archbishop.newcastle.sch.uk). This includes families with children who are not on the SEN register but may believe further investigations should be made.
- As a school that serves the youngest children within the education sector, from 3 to 9 years old, our remote education policy recognises that some elements of remote teaching are more appropriate than others. As a result, the school is avoiding 'live lessons' for a series of reasons. This includes safeguarding and, as we recognise that adult support is highly likely for all children who are being home schooled, work is set so that families do not feel pressured to follow a particular timetable. In this period of uncertainty and mental health challenges, the school will continue to take a low-pressure approach. The school may investigate other approaches of live provision (e.g. catch up sessions), however.

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?

During this period of school closure, children who are self-isolating will follow the same curriculum as those not in school as the curriculum in almost all cases is identical both inside and outside of school.

After this period of school closure, the school will return to providing same-day work for COVID-19-related absence that is as closely matched to in school as possible. However, there is a possibility that such provision will involve less direct instruction (e.g. not using audio clips and video) if less than 25% of the school is being home-schooled.