



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?

Tapestry and Google Classroom are part of our everyday practice at Jewell Academy. Should you need to self-isolate or find that we are in a period of remote education; all learning can be accessed via the above named platforms.

Should you have difficulties accessing online learning, due to lack of devices or suitable internet connectivity please let your class teachers know, who will be able to provide paper packs of work.

Please note that there may be some slight differences between the online and paperwork.

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 the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects or for paper versions.

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:

Key Stage 1	3 hours – there are minimum expectations for remote provision. Please refer to the guidance sent out by your year group.
Key Stage 2	4 hours. Please refer to the guidance sent out by your year group.

Accessing remote education

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

Tapestry for EYFS and Year 1.

Google Classroom for Y2 – Y6.

Apps such as but not exclusive to, TTRockstars, Lexia, Bug Club and Spelling Shed. Your class teachers will signpost you to these.

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 some cases, we can issue or lend laptops or tablets to pupils. If you are struggling with devices, please let your class teacher know and they will be able to seek advice about how we can best support.
- It may be appropriate for us to lend devices that enable an internet connection (for example, routers or dongles). If you are experiencing internet and connectivity issues, please let your class teacher know and they will be able to seek advice about how we can best support.
- Paper packs of work can be printed upon request if you do not have online access. Please note that the work in these packs may differ slightly from the online content, but will cover the same topics being covered in school and online.
- Paper packs should be returned to school weekly on a Friday, where a new pack for the following week can be collected. The work will be marked and returned to you a week later.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- some live sessions, such as registration, story time, phonics all through Tapestry and Google Meet
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

- Please refer to our Home Learning Expectations as shared with you by your class teachers.

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

- Online engagement is tracked and monitored by class teachers weekly.
- If there is a concern around engagement, staff will call and speak to the child and parents to discuss barriers to engagement and offer practical support and guidance to increase levels of engagement online or even offer paper packs if more appropriate.
- If there is no engagement and no contact with home, staff will conduct a safe and welfare home visit where again, practical advice will be offered to 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:

- All work submitted online and in paper form will be acknowledged.
- Feedback will be given on all Maths and English tasks set on Google Classroom.
- Teachers may ask children to go back and edit or make corrections to some pieces of work.

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:

Class teachers will continue to set work on Tapestry (EYFS and Year 1) and Google Classroom to meet the needs of all children. Meaningful tasks will be set that children of all stages can access.

Additional aids may be provided for those children who need them in order to access the learning and complete it successfully.

Weekly phone calls will be made to all families working at home to offer support and guidance about how to access and adaptations to content or delivery will be offered if appropriate.