



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?

In the first couple of days we will post some activities for your child to complete at home. They will involve minimal use of equipment and should be self-explanatory. However, do contact your child's class teacher using Class Dojo if you have any questions about these. We will also post an online form for you to complete to request stationery and/ or IT equipment to help you access the full remote learning offer. You can also request these items by phone, on 01761 490470.

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, PE lessons may focus on physical exercise that can be completed indoors in a small space; art may be limited by materials you have available; PSHE will have an increased focus as we know how important it is for children to look after their mental health and feel connected to each other in a lockdown situation.
- For maths, we will focus our curriculum on the essential skills that children need in order to progress successfully as they move up through the school. We will base this on Department for Education guidance 'Ready to Progress' criteria for Years 1 to 6.

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:

Duckling Class (Reception)	Approximately 2 hours of directed teaching and learning per day. We will also provide open-ended opportunities and suggestions for useful learning activities you can carry out with your child as time allows.
Dragonfly Class (Key Stage 1)	Approximately 3 hours of teaching and learning per day. As with Reception, this will consist partly of video lessons for your child to watch, as well as including the time it will take your child to complete the follow up activities set by the teacher. It also includes a daily live Zoom session and any follow up work set from it. Year 2 children will have more challenging activities than Y1 and these may take a little longer but the 3 hours as an average per day applies to the class as a whole.
Otter and Kingfisher Classes (Key Stage 2)	Approximately 4 hours of teaching and learning per day. As with Key Stage 1, this will consist partly of video lessons for your child to watch, as well as including the time it will take your child to complete the follow up activities set by the teacher. It also includes a daily live Zoom session and any follow up work set from it. Kingfisher children will have more challenging activities than Otter, and are expected to work independently for longer periods. The 4 hours is an average that applies to the key stage as a whole.

Accessing remote education

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

The video lessons and associated resources will be posted on the dedicated remote learning class pages of our website. You can find these under the 'Children' tab on the home page.

Links to daily Zoom sessions will be posted on the Class Story page of Class Dojo.

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:

- At the start of the period of remote learning, you will be asked to let us know if you require a device to help your child access the school website and the Zoom sessions.
- Devices will be lent out to families who need them, prioritising those who have no device available, and then to families who would benefit from children not having to share a device. (Note that live sessions will be at different times for different classes to help with this too, and the video lessons can be watched at any time).
- Activities will all require a minimum level of resources and can be completed without printing worksheets. For younger children, adults may need to support their children by copying out questions or writing prompts as modelled by the teacher in the video or Zoom lessons.
- We will also provide parents with information about how they can access any government schemes to increase data allowances on devices, or any other schemes to support remote learning.
- Stationery packs can be requested from the school at any time by contacting the school office on 01761 490470 or pensford_office@pensfordschool.org
- Work should be submitted via the Class Dojo app, to your child's portfolio. If you need support with this, please contact your child's teacher via the app or via the school office. If you are unable to access the app for any reason, please email work to your child's class teacher using firstnamesurname@pensfordschool.org .

How will my child be taught remotely?

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

At Pensford, this is the the range of approaches we use to teach pupils remotely.

- live teaching (Zoom sessions) once per day per class, with Friday’s Zoom being a whole school assembly for the whole community.
- recorded teaching (This will recordings made by teachers, as we recognise that children are most motivated by seeing an adult whom they know. In case of staff illness, we may use other free resources such as those provided by the BBC or the Oak Academy. We will send links to the lessons appropriate for each class)
- textbooks and reading books pupils have at home; the class novel can be collected from school and teachers will tell you how and when to do this.
- We will also draw on resources from commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

The timetable for the week will run as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
A maths video lesson	A maths video lesson	A maths video lesson	A maths video lesson	Two topic video lessons
An English video lesson	An English video lesson	An English video lesson	An English video lesson	
KINGFISHER – A live Zoom lesson 1:00-1:30 Y5 1:30-2:00 Y6	DUCKLING – A live Zoom lesson 1:00-1:30 ½ the class 1:30-2:00 ½ the class	DRAGONFLY – A live Zoom lesson 1:00-1:30 Y1 1:30-2:00 Y2	OTTER – A live Zoom lesson 1:00-1:30 Y3 1:30-2:00 Y4	
Live Zoom book sharing 2:00 Duckling 2:15 Dragonfly 2:30 Otter	Live Zoom book sharing 2:15 Dragonfly 2:30 Otter 2:45 Kingfisher	Live Zoom book sharing 2:00 Duckling 2:30 Otter 2:45 Kingfisher	Live Zoom book sharing 2:00 Duckling 2:15 Dragonfly 2:45 Kingfisher	1:30 Celebration assembly. As a trial, this will be on Zoom for the whole school and will start on Friday 15 th Jan.

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 pupils to engage with all of the lessons and activities.
- Parents should support by enabling their children to access the school website and by supporting them to upload their work. Wherever possible, and particularly for younger children, parents should watch the video lessons alongside their children, to help them understand what to do.
- Parents can also help by sending messages on Dojo if there is anything that they or their child need explaining further by the teacher
- For live lessons, parents should keep children at least within earshot, but should not take part in the lessons themselves. We have written guidance and rules for our live lessons on Zoom, which you can find here.
- If you are having any difficulty supporting your child to access all of the online learning then please contact the school at the earliest opportunity.

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

- As we have said above, all children's work should be submitted to their Class Dojo portfolio. This will be checked very regularly by teachers and feedback and acknowledgement of the work will take place daily in the vast majority of cases.
- Teachers will also keep a weekly record of levels of engagement.
- If a child appears not to be engaging with the work, teachers will initially send you a Dojo message or email to find out if everything is OK and how we can support.
- If no response is received, we will phone you and find ways to support you in enabling your child to access all the work without falling behind.

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:

- Individual acknowledgement and feedback on pieces of work submitted to children's portfolios. (We will aim to acknowledge each piece of work on the day it is submitted, but at times this may not be possible due to the volume of work this involves.)
- Whole class feedback on activities, sent in a message on the class's School Story.
- Where appropriate, we will also provide answer sheets so children and parents can assess and correct work at home.

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:

- We will, where appropriate, set different tasks for particular children. This will be where it is not likely that those children will benefit from taking part in the activities set for the whole class.
- We will also group children and tell parents which group their child is in, in order to enable children to access the work most appropriate to their current levels of understanding
- Where children are 'vulnerable' they may be invited into school so that teaching assistants can support them further, and provide work that is set around children's individual targets.
- Again, if you are having any difficulty supporting your child to access all of the online learning then please contact the school at the earliest opportunity.

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?

The key difference in this situation is that recorded video lessons will not be available. However, the curriculum will remain the same for your child as for the rest of the class and activities will be sent to you via Class Dojo and the school website.

We may make some of our lessons live on Zoom so that your child can access them in 'real time' and teaching assistants will mediate in those lessons, allowing your child to ask questions and to participate as fully as possible.

Please note, though, that remote learning will not be provided to any child whose parents are choosing to keep them at home for reasons outside of NHS or Public Health England guidance.