



## **Remote Education Provision at Epping Upland C.of E. Primary School**

### **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 sections 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, your child's class teacher will make sure that we have every parent's e mail address so that teachers can communicate directly with parents about their child's learning. Teachers will also be ensuring that your child has a full understanding of Google Classroom/Tapestry in EYFS to ensure that there are no barriers that will prevent them from being able to engage in the learning process. Teachers will remind parents and pupils about protocols, procedures and expectations for remote learning. Teachers will also establish whether any children require any additional resourcing or equipment that will be able to support them.

### **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 endeavour to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.

## **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 a day
Key Stage 2	4 hours a day

Whilst teachers will hope that children engage in all the learning provided each day, they will also set a minimum expectation of work each day. The 'minimum expectation' is what is expected that your child will complete in a day. This will vary depending upon the age of your child.

It is recognised however, that circumstances such as illness, bereavement and other extenuating events might occasionally mean your child is unable to engage on some days. Where this is the case, we would request, that just as when your child is in school, that you advise the class teacher of the reasons for your child's 'absence' from their remote learning.

## **Accessing remote education**

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

Children in EYFS will access their remote learning via Tapestry

Children in KS1 and KS2 will access their remote learning via Google Classroom. Each child will have their own email address and password. These are monitored and managed by Epping Upland and are for school use only.

Should school staff consider that another method of provision is more appropriate for your child, you will be contacted directly by either the headteacher, the class teacher, our SENCO or our wellbeing mentor.

### **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:

- \* Where resourcing allows, we will issue or lend Chrome Books to pupils. A protocol for this loan will need to be agreed and signed prior to the child being allowed to take the equipment home.
- \* If you do not have a device or digital access please contact the school office on 01992 572087 or e mail [jwood@eppingupland.essex.sch.uk](mailto:jwood@eppingupland.essex.sch.uk)
- \* If you require support with your device, connectivity or data – or anything else, we will endeavour to do our best to support you.
- \* If you require printed materials, please either e mail your child's class teacher using the address they have given you or alternatively [jwood@eppingupland.essex.sch.uk](mailto:jwood@eppingupland.essex.sch.uk) and we will ensure that you are provided with the copies you require.
- \* If your child is unable to return work digitally, it may be e mailed to class teachers or sent/delivered to school. If postage is required, the school will cover this cost.

## **How will my child be taught remotely?**

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

Some examples of our remote teaching approaches include:

- \* live meets, sometimes whole class, sometimes groups
- \* pre-recorded teaching made by school staff
- \* recorded teaching delivered by recognised providers such as Oak Academy, White Rose
- \* printed paper packs produced by teachers (e.g. workbooks, worksheets)
- \* textbooks and reading books that your children have at home
- \* commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- \* BBC bitesize

\* long-term project work and/or internet research activities

## **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?**

Whilst fully recognising and understanding the pressures that remote learning places on parents and carers, we do ask that your child receives an appropriate level of support that enables them to engage in the learning. We know that the age of your child and your own commitments will dictate how much support you are able to give on a daily basis. KS2 children mostly should be able to engage with some level of independence. KS1 however, will require greater support from parents and carers.

We ideally expect some engagement each day. That is why we have set a 'minimum expectation' for each day, although with hopes that children will complete more than this wherever possible.

Engagement will be monitored weekly by class teachers and the headteacher. Where concerns arise, we will contact you to see if we can offer anything that might help you to support your child to engage more frequently.

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

Engagement is monitored daily and weekly by class teachers and weekly by the headteacher.

If we are unsure about reasons for a lack of engagement you will be contacted in the first instance by your child's Class Teacher or by our Wellbeing Mentor. If concerns remain, you will likely be contacted by the headteacher.

## **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 other. Our approach to feeding back on pupil work includes:

As part of 'live' meets  
Voice notes  
Marking turned in work  
Uploading answers to pupils at the end of the day

## **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:

Your child's class teacher will ensure that they are in regular communication with you to make sure you feel supported in helping your child with their remote learning. They will endeavour to modify and differentiate work wherever possible and in accordance with their professional judgement. All reasonable endeavours will be made to ensure your child is able to engage as much as possible in the learning provided.

Our SENCO will work closely with the SEND Team to ensure that their pastoral, social and emotional needs are met as best as we are able. This will be done through telephone contact and e mail as appropriate and as works best for you according to your home circumstances.

## **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 your child is required to self-isolate the school will work with you to ensure appropriate and relevant remote learning is available.

