

Twyford Church of England School

Remote Education Provision; Information for Parents



This information is intended to provide clarity and transparency to pupils and parents or carers regarding what to expect from Twyford C of E School in terms of remote education during periods of school closures or pupil isolation relating to the coronavirus pandemic (COVID-19).

What is Remote Education?

Remote education, sometimes referred to as remote teaching and learning, is any teaching and learning that happens outside the classroom, with the teacher not present in the same location as the children. This can encompass online learning, delivered through digital technologies, or learning that involves workbooks and other paper-based resources.

Some remote learning can be delivered live. Other remote education can be prepared by teachers beforehand (e.g. recorded sessions or provision of other materials) and then can be accessed by the children at a later date.

Remote teaching can be delivered by the children's class teachers or by other teachers/personnel nationally.

Accessing Remote Education

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

We have set up the following interactive platforms for pupils in our school:

- Google Classroom
- Tapestry.

These platforms are a single point of access for all of our remote education resources. This means that all resources that need to be accessed can be found in one place. Such resources include a weekly or daily timetable and the learning resources that are needed for each lesson (e.g. weblinks and posted resources). It also means that children can submit their work on the same platform and teachers can provide necessary feedback.

From Years 1 to 6 inclusive, we use the digital platform Google Classroom. Each child has their own password to access the information and their work can be typed in or uploaded.

For children in Nursery or Reception, we are making resources available using Tapestry. Parents can communicate with the teachers via this platform and also upload any work completed by their child. Teachers are recording story time and other sessions, where appropriate, for children to watch online from this platform.

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. Please let us know if this is the case by contacting the school office via email on office@twyford.bucks.sch.uk so that we can help.

We will make arrangements to support your child by photocopying materials and providing support with uploading work, including with phones if this is possible. We may also be able to help with the provision of a laptop or other technology, and with improving data access.

The Remote Curriculum: What is Taught to Children at Home

Will my child be taught broadly the same curriculum as they would if they were in school?

The simple answer to this question is ‘yes’. Remote education is just another way of delivering our curriculum. Wherever possible and appropriate, we will deliver the same curriculum remotely as we do in school. Just like the classroom curriculum, it is carefully sequenced and ensures that children obtain the building blocks needed to move on to the next step.

Where we have taken the decision to use online resources, we have selected these carefully and taken the time to match these resources to our long term curriculum plans for individual subjects.

Remote Education 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, in line with government guidelines:

Reception	Less than 3 hours a day
Year 1 and 2 (Key Stage 1)	3 hours a day
Year 3, 4, 5 and 6 (Key Stage 2)	4 hours a day

This time includes Google Meet sessions each day, any recorded sessions, any live teaching and time for pupils to complete tasks and assignments independently. Guidelines also state that the work set should be meaningful, ambitious and consist of different subjects each day.

We aim, as far as possible, to follow the daily timetable at school, offering a range of subjects and opportunities for learning across a balanced curriculum. We expect all children to fully engage in all aspects of remote learning, including the participation in all ‘live’ lessons with their teacher. Where possible, we would expect children to complete their learning during the normal hours of a school day. However, we recognise some families may wish to support their child with their learning later on during the day. With this in mind, we will set deadlines to return work at the end of the day specified by the teacher, not at the end of the lesson time slot.

The table below gives you an example of a ‘typical’ day.

Reception	Daily recorded story read by the teacher Challenge of the day video Daily recorded English teaching Daily recorded maths teaching Daily recorded phonics teaching Regular phone calls to parents by the teacher
Years 1 and 2	15 minutes registration and morning task 45 minutes English

	45 minutes maths 30 minutes phonics 15 minute afternoon Google meet 1 hour other curriculum subject
Years 3 and 4	30 minutes registration and morning task 1 hour English 1 hour maths 20 minutes class reading or story 1 hour other curriculum subject 15 minute discussion/wellbeing task
Years 5 and 6	10 minute registration and feedback 1 hour English 1 hour maths 1 hour reading and class story 1 hour other curriculum subject

How will my child be taught remotely?

We ensure that our remote education includes the important, key principles of effective teaching. Whether staff deliver live or recorded lessons, or we select nationally available quality recorded lessons, we ensure the remote teaching includes the following:

- Clear explanations
- Teacher modelling and scaffolding
- Opportunities for children to practise and apply their knowledge and skills
- Assessment for learning (AFL) so that future adjustment of teaching can take place accordingly
- Feedback to children.

We have clear and high expectations of children when accessing remote education and we communicate these to the children at all times.

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

- Live teaching (online lessons)
- Recorded teaching by our staff
- Recorded teaching for maths lessons provided by White Rose online videos
- Recorded teaching videos made by other teachers (e.g. Oak National Academy lessons)
- Online resources from available websites to support specific teaching (e.g. Oxford Reading Tree online, Times Table Rockstars)
- Teacher devised resources posted online
- Printed paper packs.

Please note:

A pupil's first day or two of being educated remotely might look different from that outlined above while we take the necessary actions to prepare for a longer period of remote education. There are remote learning plans available on the school website that pupils should access for these first couple of days whilst the school makes the necessary preparations for moving forward.

Provision for the Very Youngest Learners

It is recognised that the very youngest children learn through play and that they should not be sitting in front of a screen for long periods of time. Therefore, we adopt a different approach to remote education for our very young children as outlined below:

- Provide short pre-recorded teaching sessions
- Prioritise early reading in the learning activities provided
- Provide learning tasks that are practical and can be completed at any time of the day, when it works best for parents to access these with their child
- Suggest learning activities that can take place through play
- Have regular contact with parents to discuss learning and remote provision

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 that children will engage with daily learning and for families to let us know if there is a reason that cannot happen, for example, if children are unwell. Staying in touch with teachers is important as it can be difficult for parents to gauge how much to expect of children; for example, how long they might concentrate and what to expect in terms of quality. Without putting an unreasonable burden on parents, we ask that parents help support their child's learning by:

- Ensuring that their child can access the remote education provided
- Providing a quiet space to work if possible
- Setting routines e.g. having breakfast and lunch at a set time
- Helping children with the technological aspects of online learning
- Offering help with specific learning tasks if appropriate.

Whilst it is really helpful for families to support children, please resist the temptation to do the work for them. We are happy to help by talking through systems at home and potential timetables as every family home is different, and things vary for children of different ages too.

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

In order to ensure we know that children are engaging with remote education, we complete a register of children who are accessing live sessions. We also keep a record of work submitted so that we know if your child is completing the tasks set.

It is our expectation that all children should engage with remote education. If a child is not, we will contact the parent by phone and discuss how we can address any barriers that are hindering engagement.

How will you assess my child's work and progress?

Feedback and assessment are still as important in remote education as in the classroom. Feedback can take many forms and may not always mean extensive written comments for individual children. As teachers, we assess children's work and progress continually, through their contributions in lessons, through talking with children and through the work that they produce. Our approach to feeding back on children's work will be

to use a combination of these approaches: online verbal comments, individual written marking indicating next steps where needed and acknowledging work that children have done.

[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 children with 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 work with parents and carers to support these children, tailoring as needed. Support might include frequent contact with families, specific timetable organisation and scaffolded/differentiated work.

[Remote Education of Self-Isolating Pupils](#)

Where individual children need to self-isolate but the majority of their peer group remains in school, the way in which remote education is provided is likely to differ slightly from the approach for whole groups. This is due to the challenge of teaching pupils both at home and in school. We aim to provide a broad and balanced curriculum, and work will reflect the same key learning objectives as those being covered in school during that term. A termly 10-day isolation learning plan is available for pupils to access via the school website. Additionally, we will aim to contact children on Google Meet, and, where possible, they will be able to participate in some activities taking place in school, although these may not be daily.