



Remote education provision: information for parents

Frogmore Infant School

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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?

You will have immediate access, via email, to a two day plan of learning activities that can be carried out using resources available in the home.

You will receive a pack of reading books with instruction for use to enable your child to continue to develop and practise their reading skills.

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?

The curriculum we teach remotely broadly reflects what we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects, for example, areas such as the computing curriculum and aspects of the music and PE scheme of work. We may also need to adjust art and Design Technology work as specific materials may not be available at home.

In line with our school Curriculum Policy, we may block our subject work and therefore not every subject will be taught every week.

Maths and English learning is set for every day.



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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 3 hours each day. This is based upon current guidance from the Department of Education. All parents are provided with user names and passwords to tapestry.

Accessing remote education

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

All remote learning plans and resources will be shared with you via Tapestry. If this is not available, this will be via our school website frogmore-inf.hants.sch.uk

We expect all pupils to engage with our remote education – Tapestry supports us with this as it gives an overview of each child and their daily work that is submitted.

Parental support is invaluable for setting routines to support their child's education – we provide suggested coverage for each day but understand parents need to be flexible if they too are working from home.

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:

- We work with local agencies to provide families with suitable devices
- We support parents in assessing government support for internet connection
- We print and arrange for collection or delivery of any necessary printed materials needed if you do not have online access
- We enable pupils to submit work to their teachers if they do not have online access through arranging the delivery/collection of work
- Any parent/carer needing assistance should contact the school and we will see if we can help in any way. (Please email the office- adminoffice@frogmore-inf.hants.sch.uk)

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How will my child be taught remotely?

- We use a combination of the following approaches to teach pupils remotely:
- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books provided for pupils to 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?

We ask that children complete the daily tasks and upload at least one piece of learning a day to Tapestry. We ask that you support your child in completing the tasks and assessing appropriate resources (as provided by the school). After providing initial support and guidance, your child should be encouraged to work as independently as they are able to and know when to ask for help.

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

Teachers will check if work is uploaded on a daily basis.

Teachers/support staff will ring you if no work is noticed for more than 2 days to check if you are all fit and well or if you need assistance.

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. Our approach to feeding back on pupil work is as follows:

Tapestry enables staff to acknowledge work and provide written feedback where the piece of work lends itself to this – which is how we mark work in class. Sometimes a learning checklist will be provided with the work set in order for your child to check their own work before submitting it.

Work that is uploaded may have a simple acknowledgement or a more thorough feedback comment. Staff will ensure one piece of work per day is given feedback.

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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 set work that all children can access with adult support.

The expectations of the quality and quantity of work will be different for different pupils.

Initial contact with parents/carers to discuss any issues and work together to address these.

Weekly phone call to parents/carers to support and discuss progress against EHCP/IEP objectives.

Remote education for self-isolating pupils

If your child is waiting for test results and this is only a couple of days we will provide reading books and a suggested list of learning activities via email.

If individual pupils are self-isolating they will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. We will either email or send home hard copies of work – this can then be uploaded to Tapestry so that the class teacher can respond.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

You will receive a 2 week plan based around current class learning objectives or follow the home learning planning. In addition you will receive a reading pack to enable your child to continue to read books that support their reading development.

We will endeavour to set the same work as the class is having (with the same caveats for PE, Art and D&T as above) but will be unable to give the depth of support or necessarily answer questions as the teacher will be teaching the rest of the class and have limited time to post and check on work. Work should be posted on Tapestry and the teacher will respond at least once a week. Parents/carers can email the school at any time to seek advice or further support (adminoffice@frogmore-inf.hants.sch.uk).