

Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission.

Northgate Primary School has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain year groups for a period of time.

For details of what to expect where individual students are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

At Northgate Primary our ultimate aim is to try and follow the intended curriculum whether students are in school, working from home, or a combination of the two. Our preference is to provide a variety of lesson formats to follow the curriculum where possible. Interaction with the children will sometimes be live and some maybe pre-recorded. Where neither is possible, we may set video lessons provided by the Oak National Academy, which match our planned curriculum.

What should my child expect from immediate remote education in the first day or two of students being sent home?

Our remote education platform is Google Classrooms and Evidence Me (EYFS). All students and teachers have received training in this, and so lessons will continue **immediately** on Google Classrooms. Students can access using their school email address (username@nsix.org.uk) and password.

Workbooks were also been provided in September to ensure all children can access work immediately and to support children with limited access to technology.

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, in PE lessons, students may be set a series of challenges to develop their personal fitness. In practical subjects such as music, art or drama, work set may be a combination of practical work (where possible) and theory work. There are also weekly well-being sessions and weekly British Values assemblies.

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 students between 2-4 hours depending on the age, the availability of technology on certain days and the child. We do realise that some families' devices may have to be shared so this will restrict some lessons during the day. When all students are in school we operate a split break system to keep students in year group bubbles. The timings for these vary depending in the year group. Therefore, to maintain simplicity, where there is a partial closure of a year group and a group of students required to isolate under track and trace, we will stick with the specific timetable for that year group, which will be confirmed by email.

In the instance of a full closure of a year group, or school, where all or most students remain at home, a typical day might include:

Session 1	Session 2	Break	Session 3	Session 4	Lunch	Session 5	Session 6
Reading (book or on Active Learn set for individual children) 15 mins	English Work set on Google Classroom	Do some exercise – move around! (PE Challenge)	TT Rockstars or TT practice	Maths Work set on Google Classroom		Reading Class Read (Listen to story and answer questions)	Work set on Google Classroom (Science, Geography, French, Art, Music)

Accessing remote education

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

All students will access remote education through Google. Students can access all Google Classroom applications through nsix accounts. It is important that students are regularly checking their emails in order to get notifications for lessons and additional notices from teachers. When students sign on to Google Classroom they will see what they are expected to complete. Students may also be directed (by email) to other areas of learning like Purple Mash, Times Tables Rockstars and for any pre-recorded lessons or the Oak National Academy site.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- If you do not have access to a device to complete remote learning effectively, the school will attempt to provide you with a device and will provide other materials to support your learning.
- If there is an issue with access to a device to complete remote education, please let us know immediately by emailing office@northgateprimary.norfolk.sch.uk
- We will do everything we can to support remote education and have a number of devices that we may be able to loan as well as helping to resolve any issues with connecting to the internet.
- We recognise that some students may only be able to take part in lessons on a device with a small screen, such as a mobile phone. We are happy for students to complete any work set on paper instead of on a computer if needed.
- If students are completing remote education on paper rather than computer, they can always upload a photo of their work. Where this is not possible, we will work with you to find a solution.

How will my child be taught remotely?

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

When teaching students remotely, we are:

- providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.
- setting activities so that students have meaningful and ambitious work each day in a number of different subjects.
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauging how well students are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work.
- planning a programme that is similar in length to the core teaching students would receive in school, ideally including contact with teachers and other adults.

We are considering these expectations in relation to the students' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid and will not set long-term projects or internet research activities.

Video lessons

Students will have many opportunities to interact live with the teachers and adults through lessons, for understanding of planned lessons and more importantly for well-being. Other lessons may be pre-recorded to ensure that explanations are clear and effective. We may use video lessons provided by Oak National Academy and BBC bitesize to support student explanations. These cover the entire national curriculum and are available to all schools for free. These have been developed in partnership with a wide group of teachers and school leaders to develop lessons that match the curriculum being taught in school.

What happens if my child's teacher is unwell?

If a member of teaching staff is unwell and is not able to provide remote education, your child may be added to a new class team in order to join a different lesson or alternative work may be supplied. Ultimately the aim is to ensure that teaching continues in the most effective way possible until the teacher is able to resume teaching.

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 students to engage with remote education as soon as it is required. As parents/carers we need your support to ensure your child sticks to the routines of completing school work at the right times and is provided with a space they can work in. Please reinforce clear boundaries with your child during their remote education, ensuring there are brain breaks as well.

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

Student engagement with remote learning is monitored daily. Where students are not engaging, this will initially be followed up with contact home to try and resolve any potential issues. Where students are attending remote education lessons but there are concerns with the quality or quantity of work being done, the individual teachers will make contact with home.

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 student work is as follows: Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with students in the following lessons.

Additional support for students 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 students, for example some students 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 students. Please contact our SEND Co-ordinators, Jo Doggett and Vickie Baker, with any specific queries.

