

## **Remote education provision: information for parents and carers at Chandlers Field Primary School**

*This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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 may 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?**

We will always aim to have work available for children within 24 hours of receiving notification from the authorities that remote learning is required. There will always be activities on our website for parents, carers and pupils to access until the remote learning is fully in place.

### **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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may have needed to make some adaptations in some subjects where we are aware pupils may not have access to similar resources at home. Eg Art mediums.

## **Remote teaching and study time each day**

### **How long can I expect work set by the school to take my child each day?**

Our minimum expectation of remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key stage 1 = minimum of 3 hours

Key stage 2 = minimum of 4 hours

## **Accessing remote education**

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

Remote learning will be emailed out via the class email accounts. The school is in the process of setting up Google Classrooms and parents and carers will be informed when the transition to Google classrooms can take place.

## **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:

- If your child is in years 3, 4, 5 or 6 and has Pupil Premium status the school is currently able to lend Chromebooks. Please contact the school office for more information
- The school has applied for the limited number of devices that enable an internet connection (for example, routers or dongles), and again once these are received if you would like to have one on loan, please contact the school office.
- Parents and carers can also apply via the school to increase their mobile data allowance. This is a limited offer from certain providers and is beyond the control of the school. Please contact the school office to find out more.
- The majority of activities set are constructed with the understanding that they do not require printing. Should you need any support accessing any activities, please contact the class teacher via the class email account.

We encourage pupils to submit work to their teachers if they do not have online access. A photo of the work can be sent in or if you are able to do so safely within the lockdown, or isolation restrictions, you can put them in the school letterbox for the class teacher. Please ensure your child's name is on anything they return this way.

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

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

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

## **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 remote education whenever possible. Work returned will be monitored by the class teacher. Feedback will be given where appropriate and where possible. Regular telephone calls home will be made to parents and carers to check-in on how things are going.
- Parents to encourage and support their child's learning wherever possible. This may take the form of encouraging the child to focus on the task or, in the case of the younger children, to read the task to them in small steps so they understand what to do

### **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 pupils' engagement with remote education on a daily basis and will keep a record of work set, any work-related conversations and work returned.

- Where engagement is a concern, the teacher will make a telephone call and or email the parent or carer to seek an understanding of any barriers to the remote learning taking place.

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

Feedback on pupil's work 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:

- Teachers will assess children's work in different ways. They will include but are not limited to: regular check-ins.
- opportunities for pupils to ask questions and share work through our existing processes developed for this period. The frequency of feedback again will be task dependant but should be a minimum of twice per week.
- An assessment task at the end of a sequence of work
- On line assessment of learning platforms like Education City and Mathletics.

### **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 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. Children with EHC Plans, under the current directive are able to attend school full time.

The work will be differentiated for SEND pupils if required. Where the task is open ended this should not be needed. If you feel the work is too challenging for your child contact the class teacher via the class email.

For our younger children in Early Years they will continue to use Tapestry, the platform normally used by parents and carers in those year groups.

### **Remote education for self-isolating pupils**

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

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the remote education 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. Our weekly blog will inform parents of the activities and tasks taking place in school and can be used in conjunction with other activities sent home.