

Chase Terrace Primary School



Remote Education Provision;
Information for Parents

Remote education provision: 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 section of this document.

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?

Where possible, pupils will be sent home with paper-based work packs to complete independently in the first instance, while preparation takes place for remote lessons to begin. To accompany the packs, a 'Home School Learning' letter will be provided which will provide links to online videos or other relevant information.

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 may need to make some adaptations in some subjects. For example, in Mathematics, school overviews, which have been aligned to the White Rose Curriculum, will be followed but links to other online video sources may be made including Oak National Academy. We are providing parents with the relevant resources to access a range of reading materials, such as Oxford Owl and EPIC, to cater for the changing of reading books which would usually take place within school. The order that the wider curriculum is usually taught has been adapted to ensure all children can access the learning that is being sent home (e.g. if a huge amount of equipment is needed for D&T this isn't being expected to be taught at home).

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:

EYFS	3 hours a day on average
Key Stage 1	3 hours a day on average
Key Stage 2	4 hours a day on average

Accessing remote education

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

Remote education is delivered through Tapestry in EYFS and Microsoft Teams in KS1 and KS2. In KS1 and KS2, instructions for accessing Microsoft Teams, remote learning timetables and communication with teachers will take place through Class Dojo. Please contact the school office if you need help setting this up.

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:

Dependent upon availability, laptops will be issued to families who do not have access to a device for online learning. Parents/carers can contact the school office/their child's class teacher through Class Dojo if they would like to borrow a device. If a device is unavailable, details will be taken and families will be contacted as soon as any more devices become available.

On collection, the parent/carer will be required to sign an agreement to state:

- the device will be looked after
- it will be used for school purposes only
- the device will be returned to school on request

Printed materials will be released fortnightly and will be available to collect from the KS1 playground. Parents/carers will be notified of collection dates. These packs are developed to support online learning or can be used independently for those families that are unable to access the online learning.

Work completed online can be submitted to teachers through Class Dojo. This includes paper-based work which can be submitted by sending in a photo.

How will my child be taught remotely?

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

- EYFS use Tapestry for Home Learning. Staff communicate with parents/ offer individual next steps/ support parents with any queries/ send video links to support home learning and set activities for children to do at home.
- live teaching (online lessons) in KS1 and KS2. Children are divided into small groups and receive online teaching every day except Friday in KS1 and every other day in KS2. Your child's group and lesson times will be communicated through Class Dojo.
- recorded teaching (e.g. Oak National Academy lessons, BBC lessons video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. worksheets)
- reading books pupils 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?

Pupils who are not in school are expected to engage with remote education and complete the associated work packs. Where access to online learning is not possible, a parent/carer should contact the child's class teacher to discuss the situation and any support that school may be able to provide. An attendance register will be taken during remote sessions. Teachers will contact those families that have not accessed online learning to offer support first of all through Class Dojo and then through a phone call. If school are unable to make contact, a letter will be sent.

Our safeguarding policy outlines the following expectations to ensure that staff and children can access remote learning safely:

- There should be no 1:1 sessions, groups only. If only one child attends a session, the meeting will be closed and further instructions will be provided by the teacher about future sessions.
- Children must wear suitable clothing, as should anyone else in the household.
- Language must be appropriate, including any family members in the background. This also applies to any typed comments made in the lesson feed prior to or following the lesson.

We recommend that adults check what is in the background, ensuring that lessons take place in an appropriate environment. This should be free from distractions as much as possible. It is advisable to set up a daily routine with your child so that they know what to expect and are prepared for learning.

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

An attendance register will be taken during each remote session. Teachers will contact those families that have not accessed online learning at all to offer support with getting started. If a child stops accessing online provision, parents/carers will be contacted to offer advice and support to resolve the situation.

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 pupil work is as follows:

Class teachers provide feedback daily in the form of written comments through Class Dojo/Tapestry for pieces of work submitted. Ongoing assessment for learning also takes place where possible during live remote sessions and verbal feedback is provided to groups of children.

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:

- Children are grouped in smaller ability groups. Parents are encouraged to sit with their child throughout learning sessions, if possible. Particularly with children who find it hard to focus and stay on task.
- Children are provided with a pack of learning aids to support their learning to help limit any frustration/anxiety when completing tasks.
- Parents are made aware of commercially available websites to support their child's learning.
- Parents are offered the support of the school counsellor if/when required.
- Parents are offered the support of outside agencies e.g., Autism Outreach Team, Action for Children if/when required.
- Teachers and parents can communicate through 'ClassDojo' on a daily basis in KS1 and KS2.
- In EYFS, teachers and parents can communicate through Tapestry on a daily basis.
- For children who have an EHCP, the school SENCO speaks to the parent and child on a weekly basis.

Education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, we will ensure individual pupils self-isolating receive a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including feedback.

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

If an individual child is required to self-isolate, a paper-based work pack will be sent home with them where possible. If this is not the case, a pack can be collected from the school office. The pack will contain sequenced curriculum work covering a range of subjects. Feedback regarding completed work can be obtained through Class Dojo (KS1 and KS2) or Tapestry in EYFS.