Providing Remote Education at Churchtown

CHURCHTOWN

Founded   1684

PRIMARY SCHOOL

Spring Term 2021

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 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?

Whilst schools are fully open all work for each year group is uploaded to Google Classroom or onto Tapestry/School website on Monday each week. Children are encouraged to take home reading books along with diaries/planners on a daily basis should they be unable to return to school.

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 if required we would make slight adaptatations in some subjects for example in Science an investigation we may complete in school with a range of equipment may not be possible to be completed at home. Therefore we may offer ideas/alternatives to this activity which would work towards the same learning objective.

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:

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

Children in EYS and Year 1 will access their leanirng online using 'Tapestry' – in Year 1 the learnig resources will also be avaible on the school website. From Year 2 children will be able to access their learning via Google Classroom.

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:

All parents have previously provided information regarding access to technology at home – which is held by teachers. Children who do not have access to the online learning platfroms (whether that is linked to hardware or internet access) will be provided with a paper pack, which must be collected from school. These packs are avaiable on a weekly basis and can be picked up from the school entrance area from Monday lunchtime. If children complete work on paper/printed worksheets their work can be sent across to their teacher via a year group specific home learnig e mail address.

Some children/families who do not have access to appropriate technology may be entitled to lend items of hardware (laptops/iPads) from school, we encourage these families to make contact with school and their individual circumstances can be discussed.

How will my child be taught remotely?

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

> Children will be supported in their learning with 3 videos uploaded each day to the online learning platform to accompany the lessons planned. These videos will be recorded by teachers/staff who work in the Year group and specialist teachers/coaches who would normally work with children.
>
> Teachers may also provide children with access to other recorded teaching/materials available online which will support the planned learning e.g. White Rose, Oak Academy, BBC Bitesize.
>
> Printed paper packs will be available for children who do not have access to the online learning platforms but also for children who, because of a specific learning need, would benefit from having the task on paper.
>
> Reading books and exercise books can be provided for children who require access to these resources.
>
> If required teachers will provide additional learning support via phone or e mail.

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?

> Tasks set via our online learning paltforms will be checked daily and detailed, age apropriate feedback provided on one task per day. This feedback will be given within the week the task is set or sooner.
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> Each task completed and handed in via our online learning platforms or sent into our Year group home learning e mail address will be acknowledged.
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> From Year 2 onwards we ask that the children read and acknowldege a 'Morning message' posted by the teacher as a means of registration each day. We also ask that when it is possible children access the 'live chat' which will take place daily on the stream. This will be an opportunity for children to live message the teacher and ask any quesiotns/feedback on their learning in response to questions posed by the teacher leading the chat.
>
> We expect parents to support their child in accessing their home learning via the remote learning platforms and to let us know if there are any issues regarding access which we can support with. SEE separate document 'Remote Learning at Churchtown' for further guidance.

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

Engagement with our online learning platforms will be checked by teachers daily.

If teachers are concerned about lack of engagement this will be addressed immediately via a phone call to ascertain if school support is needed. Teachers will endeavour to support parents, as required, to secure engagement with learning.

Ongoing monitoring where engagement has been a concern will take place.

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:

Children will receive regular feedback on tasks completed via our online learning platforms.
They will be asked to submit one piece of work a day which their teacher will provide feedback for.

Feedback will be age appropriate and may consist of the following : -

- Typed notes (as private comments)
- Voice notes/messages
- Automatically generated scores for quizzes
- Replies to messages/observations uploaded by parents/carers
- Replies to e mails sent to the Year group home learning address
- Phone call feedback
- Whole class feedback

Teachers will assess the task submitted each day and plan for future learning accordingly.
These tasks may consist of tests/quizzes which are designed assess learning but

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 have chosen to use Tapestry as our online learning platform for children in EYS and Year 1. We have made this decision as we feel it allows us to deliver appropriate provision for our youngest children.

For children who need support to access their learning or who are on our SEN register we have made specific arrangements with families which include : -

- Learning packs tailored to individual needs/next steps in learning, these may be paper based or sent to the individual child via e mail or via our online learning platform.
- Additional support for families with EAL in the form of voice recordings/translation of materials
- Regular and frequent contact via phone or e mail to support/provide additional input for learning.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is 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.

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

In cases of self isolation children will be able to access all of the learning for their year group via Tapestry/Google classroom. This learning will mirror the learning taking place in school (with adaptations as required to enable access from home)

Work can be submitted/handed in and therefore monitored in school by teachers.

Teachers will keep in close phone contact with children in cases of self isolation to ensure engagement and provide support as required.