

Christ Church CE Primary School

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?

Where possible class teachers will send home worksheets / workbooks to complete relating to the curriculum being followed in school. In addition children should complete any homework that has been provided.

Contact will be made via Microsoft Teams by the class teacher – please look out for messages.

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, PE and Music lessons may either be live or recorded lessons and may alter in content (in the case of PE and music children will not be able to play team games or may not have access to instruments). We may also sign post families to external apps and websites that would further support engagement in remote learning.

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	A minimum of 3 hours daily through a blend of recorded, live and independent tasks set via Microsoft Teams. Staff will be available from 8.45am – 3pm each day.
Key Stage 2	A minimum of 4 hours daily through a blend of recorded, live and independent tasks set via Microsoft Teams. Staff will be available from 8.45am – 3pm each day.

Accessing remote education

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

Microsoft Teams will be used by all teachers in school to share learning tasks.

Live and recorded sessions will be used.

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Parents can request a remote learning device (we have a limited number) by contacting the school office. A loan agreement will need to be signed. Please contact Mrs Sarah Robinson in the school office on 01282 865398 in the first instance.
- Devices will be allocated via need and school will work with families to provide a remote learning service.
- Devices will be issued for the full period of isolation or lockdown as needed. Once children return to school the device must be returned.
- Please note that depending on availability it may not be possible to give families more than one device.
- Alternatively, learning packs will be provided by the school which include printed materials. Please contact the school office on 01282 865398.
- Work will be submitted via Microsoft Teams or can be returned to school by arrangement with the class teacher.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons – via Microsoft Teams)
- 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 (Oxford Reading Online Library).

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?

- All children are expected to access online learning (unless agreed otherwise) via Microsoft Teams and engage with sessions with their teachers completing any work set.

We expect children to:

- Join your class a couple of minutes early to ensure connection.
- Mute yourself when joining lessons; this limits background noise.
- Make sure you are in a comfortable environment (ideally sat at a table), that is free of distractions.
- Dress appropriately, remember this learning time is just like a normal school day.
- Pupils' face must be visible to the teacher. Students may use an appropriate background if desired.
- Pupils must not share their screen unless instructed to do so by the teacher.
- Only use chat if instructed by your teacher (the content of chat should be for classroom use only).
- Do not be a distraction to other children while your video is on.
- If you have questions during the meeting raise your hand – use the chat function if your teacher says it is okay – or raise the hand icon on your screen.

Finally, if your child is struggling with online learning then please do contact us.

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

- A register of engagement will be recorded daily and non-attendance followed up by the class teacher. We follow up any absences in the usual way.
- If a child is not engaging we will contact parents via Teams or phone call.
- Welfare checks will take place for those families not engaging and not responding to phone calls.
- Any concerns will be passed onto the Headteacher.

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:

- Pupils will receive daily feedback on the work that they have completed.
- Teachers may ask children to review misconceptions – which may be done privately via a message or through a phone call.
- During live lessons teachers will ask questions.
- At the end of a series of lessons your child may be asked to complete an online quiz enabling the teacher to assess holistically the learning that has taken place and the 'next steps' for the class in the learning journey.
- If specific issues arise for identified groups of children, then a group meeting will be used to address said issue.

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 work closely with families to agree how we can best support and establish the level of support at home to ensure reasonable adjustments may be made for learners working remotely with specific educational needs. Provision is adapted where pupils are unable to access remote learning via devices for example it may be better for paper based work packs to be issued. Paper based resources will often link to a video (for example white rose maths) so the child can access directed input then complete the work set. This may be work which is set lower than the year group standard and will depend on the level of work the child accesses in school.

Concrete resources can be made available to support learning (or we can advise parents on this).

More regular contact from the Teacher / TA / SENCO is made to support and address issues.

If parents have concerns regarding SEN needs during the lockdown period these can be raised and appropriate referrals made – it may be that virtual support is offered.

The CAF assessment process continues remotely during lockdown to ensure families receive ongoing support.

Resources packs / strategies provided from specialist teachers will be shared with families and coordinated by the Teacher / TA / SENCO.

Remote learning for younger pupils will take account of the level of support required to access activities. **Reception Class** work will focus more heavily on practical skills and real life experience.

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?

Children will be given work packs linked to classwork.

Teachers will be available during the school day to support your child – please make contact with them via Microsoft Teams and they will either answer queries online or call you when not directly teaching in class.

Where more than one child is working at home teachers may use live teaching from the classroom to enable your child to access learning. They will then need to complete set tasks and re-join the class at agreed times with the teacher.