



# **Remote Education Provision**

## **Christ the King School**

January 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?**

All pupils have log in details and access to their learning platforms (Tapestry or Google Classroom) and websites (IXL, Doodle Maths, etc) and will be able to log on to these from Day 1 of Remote Learning if they have a suitable device.

Teachers will contact families within the first week following lockdown or self-isolation if pupils do not log on – teachers will check each pupil is set up for remote learning in the home.

### **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 PE, for example where team games are not possible – Health related fitness is taught instead through activity cards and video classes.

### **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 Daily
Key Stage 1	3-4 hours Daily
Key Stage 2	4-5 hours Daily

## Accessing remote education

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

The following learning platforms are used:

EYFS: Tapestry

Year 1: Tapestry

Year 2- Year 6: Google Classroom

Teachers will post links to pre-recorded videos and other learning sites on these platforms. Teachers will pre-record lessons each week in English and Maths, including reading the class novel. Pre-recorded videos from BBC Bitesize and Oak Academy are also used.

In addition to these pupils will have logins for age appropriate apps and websites to support and enhance their learning:

IXL (Maths and English)

Doodle Maths

Bug Club (Reading)

Oxford Owl (Phonics and Reading)

TT Rock Stars (Maths)

My Maths

Phonics Play

Parents and pupils must keep a record of the logins used for each of the above. The teacher will keep a master copy of all logins should they be required.

## **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:

- Parents or carers must inform the school (office or class teacher) if their child does not have a suitable device for remote learning.
- The school has a bank of laptops for pupil loan available which will be issued according to need. If there are more requests than capacity then some pupils may need to share with siblings.
- Parents will be asked to sign a school laptop loan agreement before a device will be released.
- Parents will be able to collect the laptop from the office once the agreement is in place.
- Parents must inform the school if they have an issue with their internet connection or have no Wifi. The school IT support will seek support to overcome these barriers (for example routers or dongles).
- Teachers will prepare a weekly paper pack of learning for pupils who do not have a laptop or suitable device. Parents must contact the office or class teacher to arrange for the work to be prepared. It will be collected by the parents from the school office. If a parent is unwell or unable to collect the work the school will make alternative delivery arrangements.
- Paper remote learning must also be submitted to the teachers at least weekly. This can be done by:
  1. Drop the learning to the office.
  2. Post the work to the teacher.
  3. Take photos of the work using a smart phone and email to the teacher / office.

## How will my child be taught remotely?

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

Teachers will use a range of approaches to teach pupils remotely.

Some examples of remote teaching approaches:

- live teaching (online lessons) in English and Maths
- live sessions for tutor and pastoral time
- 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)
- Practical activities e.g. topic work, art, PE – at least one afternoon each week will be devoted to non-digital learning.

## 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 pupils are expected to engage with remote learning if they are well.
- Parents are expected to ensure pupils have a suitable space within the home that is calm and free from distraction.
- Parents must notify the school of any barriers to remote learning, including shortage of space, lack of IT provision or parent working from home.
- Parents must establish daily routines following the schedules that the teachers provide – this will be more structured the older the child is.
- Parents are expected to support their child to the best of their endeavors, a little often is better than none at all.

## **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 Google Classroom and Tapestry daily, in the morning, during each learning session and at the close of the school day.
- Teachers will contact parents by phone if a pupil is not engaging in their learning – all engagement is carefully logged and reported to the trust and DfE at regular intervals.
- When pupil engagement is poor, senior staff will contact parents to identify barriers to learning and what support can be put in place. Poor engagement is followed up promptly.

## **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 feedback in a variety of forms:

- Pupils must 'turn in' and upload their remote learning onto their learning platform - Google Classroom (GC) or Tapestry – once it is complete.
- Teachers can send written feedback via the assignment chat in GC and on Tapestry.
- Teachers can give verbal feedback during live sessions.
- Pupils will receive feedback a minimum of twice weekly in English and Maths.
- Where engagement is poor staff will contact the parent to ascertain if there are any barriers to learning.
- Teachers may arrange small live sessions for groups where pupils require specific input to move them on in their learning.

## **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:

- During lockdown vulnerable pupils and pupils with an EHCP will be offered a place in school.
- The SENCo will monitor the provision for all pupils with SEND whether they are learning in school or remotely.
- The pastoral team (PSW, safeguarding leads and SENCo) monitor the engagement of vulnerable pupils and can provide wellbeing support where needed.
- The class teacher will ensure that learning activities and tasks are set at an appropriate level.
- The school will ensure the pupils have the resources they require to access the learning.
- The SENCo and pastoral team will monitor the pupils' engagement and intervene if more support or guidance is required.
- Parents of pupils in in reception and Year 1 can message the teachers via Tapestry if more support is needed. Pupils in Year 2-Year 6 can message the teachers in the assignment section of Google Classroom.

## **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?**

Pupils in school will continue with their planned curriculum. Individual pupils that are self-isolating will be sent the activities on Google Classroom or Tapestry along with a learning schedule that structures their day and helps them build in a routine similar to school. The pupils will be expected to complete the remote learning so long as they are well. The remote learning will mirror the learning of the pupils in school – it will be follow the same structure and themes studied in school.