

Carclaze 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 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 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?

Within 24 hours of notifying us of your child's absence, children will be sent home with an 'emergency pack' of activities which should provide enough work for approximately 2 days' worth of learning. The work set will be appropriate to the age and ability of your child, but may not match exactly what they had been doing in school prior to their absence. This pack will allow class teachers to prepare learning which more closely matches what your child would have been doing had they been in school. Emergency packs will usually be sent home via eSchools but we can send home paper copies if this is more suitable.

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?

Our aim is that the provision children receive during remote learning should as closely as possible match the learning they would have done had they been in school. As such:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate.
- Children will still receive teaching in the full range of curriculum subjects, pitched at a level appropriate to their ability

- However, we may need to make some adaptations in some subjects to account for the differences between home and school. For example, in the absence of specific learning resources at home (e.g. PE resources and space, manipulatives in maths, instruments in music), we may adapt planning for certain units to make sure that children can access the learning in another way. Similarly, we may switch around the order of units being taught to ensure that children can most benefit from resources available (including adult input/support).

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 and EYFS	An average of 3 hours per day, with less for younger pupils
Key stage 2	4 hours per day

Accessing remote education

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

All work will be set using eSchools. Tasks and resources will be shared daily (either via a 'Homework' assignment or via message) and children/parents can upload their work to the eSchools site when it is complete.

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:

- At the beginning of any period of remote learning, the school will check that a child has the online access and devices needed in order to access the work set on eSchools. If this is not the case, the school and parents/carers will liaise to establish what support the school can offer in this respect.
- If necessary, the school can lend a device to a family in order for a child to be able to access and complete their remote learning. Please contact emoseley@carclazesch.org if you would like more information about this scheme.
- It is also possible for us to print written materials and send these home via post if needed. Completed work can then be sent back to school for the teacher to mark manually. Please contact your child's class teacher if you would like to discuss this as an option.

How will my child be taught remotely?

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

- recorded teaching (e.g. video/audio recordings made by teachers, Oak National Academy lessons)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- long-term project work and/or internet research activities

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 fully appreciate that all family environments are different and that for a variety of reasons (e.g. the need to work from home, younger siblings/other relatives to care for, older siblings who may also be home learning), the extent to which parents and carers are able to support with remote learning may vary from day to day. However,

in general we expect parents and carers to support with remote learning in the following ways:

- Children should be encouraged to complete **all** work set to the best of their ability. Ideally, this would be **daily** but we understand that there may be days when they complete more or less than the recommended hours in order to fit in with the demands of home life.
- Where work is not completed on a given day, parents and carers should support their children to 'catch-up' and complete this on another day.
- If a child is struggling with their learning, we ask that parents and carers contact their class teacher sooner rather than later so that appropriate support can be put in place. All teachers can be contacted through eSchools or by calling the school office.
- Parents and carers should encourage children to develop daily routines which maximise the extent to which they are able to engage in their remote learning. For example...
 - starting work at a suitable time each day (more challenging learning is often best accessed in the morning rather than later in the day)
 - timetabling regular breaks so that children feel refreshed and have the mental and physical energy needed to tackle new learning
- Where possible, children should be provided with a suitable working space where they organise and complete their learning.
- Parents and carers should try to listen to their children read as often as possible, ideally everyday (information will be sent out about ways of accessing books and texts when books cannot be taken home from school). They should also try to read to their children as often as possible, as this is something we place great priority on in school.

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 eSchools (and any paper submissions) daily to ensure that children are engaging with remote learning.

- Where there are concerns about the extent to which a child is accessing remote education, we will contact you as soon as possible to discuss potential barriers and solutions we can put in 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:

- All work submitted via eSchools (plus any paper submissions) will be looked at and recorded as complete by a member of school staff. This includes written work, completed worksheets, photos, videos and any other recorded evidence of the learning children have completed. This will allow teachers to assess a child's progress through their learning and ability in a given area.
- Children will receive regular written feedback on work they submit, depending on the nature of the task. This will happen weekly as an absolute minimum.
- Marking and feedback may take the form of:
 - general comments and praise (e.g. well done, you worked hard on this)
 - specific feedback on particular learning points or questions (e.g. on question 3 you need to use a place value grid to help you, look at question 5 again)
 - a more general comment at the end of a week or sequence of learning (e.g. excellent work – you have really understood how to improve your writing this week by extending sentences and varying punctuation)

Work may not always be marked on the day it was completed, especially if this was after the submission deadline. However, teachers will regularly check back to make sure that **all** work is seen and assessed.

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:

SEND:

- Teachers will liaise closely with the parents and carers of children with SEND to ensure that they are able to engage as fully as possible in their learning
- Where appropriate, work will be differentiated and tailored to match the requirements of children with specific learning needs. This may include changing the format in which learning is presented, varying the challenge and type questions and activities and also the way in which children can record their learning.

Younger children:

- All our reception teachers have a realistic expectation of the amount of focused learning a child is capable of in a day, and know that this can vary from day to day.
- Videos are sent home to model the types of learning and activities reception children would take part in on a normal school day. This means that parents and carers have a better understanding of how to support with remote learning and our school expectations. Additionally, we will also send home links to daily videos where the children can take part in a recorded phonics session and also a White Rose maths session.
- In addition to videos, reception children are sent home with other ideas for learning and activities that parents and carers can do with their children at home. Where possible, these use everyday items from around the house (e.g. pasta shapes to use for counting in maths) and the activities are usually practical, open-ended, hands-on experiences which often relate to daily life. Upon starting Reception, all children are also sent home with a pack of maths resources and activities which they are encouraged to use during remote learning.

We also heavily promote talk-based activities

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?

- Within 24 hours of notifying us of your child's absence, children will be sent home with an 'emergency pack' of activities which should provide enough work for approximately 2 days' worth of learning.
- If their period of self-isolation lasts longer than 2 days, their teacher will then set them work in line with the above guidance.
 - Work will be set and marked on eSchools (or paper copies can be sent if this is needed). As closely as possible, this will match the learning they would have completed had they been in class.
 - Expectations of the time spent learning each day will follow the above guidelines, with learning set in English, Maths and other subjects each day.
 - In most cases, the nature of the learning set will be similar to that set during any period of remote learning. However, due to class teachers teaching the rest of the children in class, there will be greater use of externally produced resources (e.g. high quality websites and videos).