



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?

If your child's absence is not known about until the morning of the day that they are absent, we aim to have remote learning available on Microsoft Teams by morning break. Due to our staggered timetable, this may be as late as 11:30.

Your child should work on Mathletics, use their Big Cat login to do some reading and comprehension, and visit the home learning hub page on the school website to find other activities until this is ready.

Remote learning will be published on Microsoft Teams.

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 as closely as possible by remote methods. However, there may need to be some adaptations in some subjects. Some examples are given below,

Your child will have the core lessons of English, mathematics, reading and science. In addition to this there will be non-core subjects including topic subjects, PSHE, PE and computing. PE activities will be set and time will be given over to these as part of the weekly timetable. Zoom music lessons will be provided by our specialist visiting music teachers.

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 2 | 4 hours |
|-------------|---------|

Accessing remote education

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

Online learning will be accessed via your child's MS Teams login. Information about their daily assignments will be posted there and they will also have access to links for other online platforms such as Big Cat e-books, Mathletics and other electronic learning platforms relevant to their level of learning.

There is a section in the Home Learning Hub on the school website which also has links to additional, optional activities.

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:

Each term we will poll parents to find out if devices will be required in each household in the case of a hub closure or lockdown.

If pupils require additional devices so that children are not having to share a device with a parent or sibling, and we have device availability, we will loan a school device. In the first instance contact the school office on office@carringtonjs.co.uk to let the school know that a device is needed.

Devices will be loaned to families and a school loan agreement will need to be signed before the device can be taken home. Devices should be returned at the end of the period of school or hub closure.

If there is a short-term issue with the supply of devices, priority will be given to pupils of families eligible for pupil premium status and those with SEND requirements.

Where pupils require printed materials to complete their learning, these will be available to collect from the school office. Parents will be advised of the collection window. If learning cannot be uploaded to Teams or SeeSaw, it will need to be returned to school so that feedback can be given at agreed intervals.

How will my child be taught remotely?

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

Lessons will be available each day from 9am. (There may be occasional technical difficulties, in which case learners should refer to the self-guided learning activities on the home learning hub on the school website until the difficult has been overcome.)

Children will access their remote learning via their Teams login. They should aim to complete their core learning in the morning, since teachers will begin marking in the afternoon. However, we appreciate that this may not always be possible due to individual family circumstances.

Each lesson will include an explanation of the learning and some work to complete independently following this introduction. The explanations will be a mix of videos recorded by our teachers at school, a presentation with a voice-over, or a video recorded by another teacher, for example from Oak National Academy.

All children will be provided with a maths workbook appropriate to their level of learning and an exercise book from school. Pupils can either record their learning on Teams or in the workbooks provided to be uploaded as images for their teacher to see.

Occasionally paper packs will be provided to support learning but this will mostly be where children have particular gaps in their learning or require additional resources to support them with their learning as indicated in a SEND support plan.

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 expect pupils to take part in their remote learning on a daily basis for each day during school term time unless they are experiencing illness, or other specific family difficulties.

In our planning and expectations, we are aware of the need for flexibility from all sides:

- parents may be trying to work from home so access to technology as a family may be limited;
- parents may have two or more children trying to access technology and need to prioritise the needs of young people studying towards GCSE/A Level accreditation;
- teachers may be trying to manage their home situation and the learning of their own children;
- systems may not always function as they should

Where possible, we ask parents to support their child in:

- planning the structure of the learning throughout any particular day,
- maintaining focus on learning tasks and activities
- uploading work at the end of a task or the day
- communicating with the school and class teacher so that their child can be supported as much as possible

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

Teams allows teachers to monitor if work has been viewed and see when it has been handed in.

Teachers will check work daily and will contact families via SeeSaw or phone if a child seems to be having difficulties engaging with their learning. Where a child needs additional support with their remote learning, this may be followed up by a call from the family liaison worker or the SENCO.

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:

Work will be marking in line with our existing school feedback expectations; work in core areas will be marked daily. Detailed feedback will be given at least once weekly. Teachers may use comments to provide feedback, or they may use our school highlighter colours as below:

Yellow- Excellent worked linked to the main objective

Pink- This part isn't quite right and needs an improvement or change

Sometimes teachers will post a loom video with feedback for the whole class about the previous day's learning.

If your child has been set a quiz or test, they will be given a score to let them know how they have done.

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 who have allocated hours with Speech and Language therapists will receive their therapy remotely either using Teams or Zoom depending on which therapist is working with that child and family. This may take the form of parental sessions to provide training for the family to use strategies at home. For children who have an allocation of Occupational Therapy, this will also be provided remotely working with the child directly or with the parents to support the child.

Access arrangements will be part of our approach to quality first teaching. For example, texts will be read via videos or voice over narration to allow children who have barriers to their reading to access the learning. The mastery approach set out by Power Maths will continue to be followed and visual representations will be referred to and utilised in teaching explanations. For some pupils, a personalised curriculum will be provided which might include a different year group's Power maths book being used. For guided reading, the Reading Masters programme will be followed with the text read to the children as part of the teaching input. In some cases, an alternative text might be provided to some pupils to allow for access.

SEND support plans will be reviewed based on knowledge of when pupils were last in school and added to using assessment of the work uploaded online. It may be necessary to release specific interventions for small groups or individual children to meet targets and, in this case, PiXL therapies will be used to provide this support. Class teachers will liaise with parents to provide new targets as they would if these children were in school.

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?

If a child is self-isolating while normal school continues, there will not be as much direct communication with the class teacher on Teams since they will be working with the rest of the class.

Work in core areas will be marked daily. The teacher will be available on SeeSaw at the end of the timetabled school day up to 4:30pm to support home learning. If there are any issues during the school day, families should make contact through the school office.