

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?

Home learning packs were sent home during the Autumn Term for children to access during bubble closure or national/local lockdowns. This pack contains a range of CGP Reading, Handwriting and Maths books as well as Grammar, Punctuation and Spelling and exercise books with basic stationery.

The class teacher will communicate the learning via eSchools and Class Dojo each day. This will include a daily recorded lesson for English, Maths and the wider curriculum to support children in completing the follow up activities in the CGP books from the home learning packs.

Staff will make effective use of online learning platforms, such as Ruth Miskin's Read, Write Inc. portal, Times Tables Rockstars and Oxford Owl to offer supplementary and enrichment tasks.

A weekly timetable suggesting a range of tasks, breaks and mindful opportunities will be sent home to support parents in managing learning across the week.

Our ARB pupils had a sensory pack sent home with activities and resources that have a tactile, visual or auditory stimulation focus. Items that encourage mindfulness and an opportunity to be calm were also included. Tasks to support learning at home will be collated on an individual basis and in discussion with parents. These will be sent home at the beginning of the week.

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. In school we are able to offer support to pupils directly during their independent work, as needed, which we are unable to offer to children at home in the same way though independent feedback is given across the week via eSchools, Dojo and telephone conversations.

The children in school and at home will all complete the same activities and benefit from the same teaching input. The teachers working with children in school will be able to adapt learning during lessons in response to the needs of the children in the room.

For distance learners, these adaptations would not be able to take place 'in the moment' but would need to happen retrospectively in response to work uploaded. Teachers make note of whole class and group feedback required daily and include this in their daily pre-recorded lessons; ensuring assessment informs the sequence of learning across the week.

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 (Reception) | Up to 3 hours a day, involving many practical and play based elements |
| Key Stage 1 (Years 1 and 2) | 3 hours a day on average across the cohort, with less for younger children |
| Key Stage 2 (Years 3, 4, 5 and 6) | 4 hours a day |
| ARB Pupils | This will be on an individual basis. The ARB staff will liaise with parents frequently in order to best meet the children's needs |

Accessing remote education

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

The resources your child/ren will need are all available to them in the home learning packs sent home in November.

Further direction and support will be available from your teacher in the form of lesson videos uploaded to the eSchools platform, though access to these videos will not be essential for your child to complete the designated CGP workbook tasks - we know that many parents will need devices and internet connection for their own work. Each day, children will be directed to the pages in the CGP books.

Reading, writing and mathematics tasks will be set daily as well as direction given to additional home learning opportunities linked to the term's topic and wider curriculum.

Children should log on to eSchools, locate their home learning tasks each day, complete and upload either in photo form or as a document for their teacher to see.

Feedback will be given across the week. But, as staff will be managing learning of pupils both at home and in school, your child will not necessarily receive feedback daily.

If your child is unable to access eSchools or is in need of additional support, please contact your child's class teacher via Class Dojo or call (0172673911)/email (enquiries@mount-charlessch.org) the school office.

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. For this reason, we have chosen to provide a core home learning offered around hard copy pack which provides children and families with 'ready to go' daily learning in the core curriculum areas. Children have access to Reading comprehension, phonics, handwriting, grammar punctuation and spelling, daily maths workouts and targeted daily maths work. As detailed above, this core offer is further supported by pre-rerecorded teaching input for children who have access to our online platform though access to this is not essential for children to be able to follow and keep up with the curriculum offer.

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

- The emphasis of distance learning has been designed not to be reliant on devices or internet access. Parents can check Dojo or eschools to see which pages will be the focus for the day and can direct their children according to the recommended timetable.
- Work can be photographed and uploaded to Dojo/eschools at the end of the day using a smart phone or similar device.
- Parents have been surveyed so that we know which families are in need to electronic and internet devices. We have prioritised children who are in receipt of the pupil premium to ensure that a laptop is available to them from 29th January following uptake of the DfE laptop scheme. Furthermore, the school has sourced 4G dongles to support these devices for families who require this. The school have also supported families who are not in receipt of the pupil premium grant but who have let us know they need technical support.

How will my child be taught remotely?

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

- The school will offer live sessions to enable the pupils to see each other and spend time as a class working on activities with a PSHCE, wellbeing or mindfulness focus.
- Recorded teaching for Writing, Reading Maths and the wider curriculum will be offered each day.
- A wide range of CGP books have been sent home for every pupil.
- Exercise books and stationery have been sent home to ensure pupils have everything they need to be able to complete work set.
- Teachers use a plethora of online resources to support the additional teaching input uploaded to eSchools daily. The key online resources used include Oxford Owl, Ruth Miskin's Read, Write Inc. 'portal', Oak Academy, White Rose, Power Maths, Purple Mash, Pobble, Literacy Shed, RWI Spelling, Grammarsaurus, Charanga, BBC Bitesize, Think U Know and Times Tables Rockstars.
- Children will be set daily wider-curriculum learning linked to their half termly 'imaginative learning project'. Lesson activities for wider curriculum learning are structured and set with specific outcomes made clear each day. In addition to this, pupils are encouraged to complete 'home learning' ideas linked directly to the project theme. Some of these ideas may involve research, though open-ended research projects/assignments are not an approach we include in our core remote learning offer.

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?

- Pupils need to engage with home learning each day, unless unwell.
- Pupils should upload a **minimum** of 3 pieces of Reading, 3 pieces of Writing and 3 pieces of Maths learning each week as a minimum.
- Pupils in the ARB should only engage in activities when they are well regulated and able to access the learning. The children can make use of the sensory resource packs to support them in their regulation.
- Parents should support their children to engage with home learning as much as possible.
- Parents should inform the school of any issues so that the school can support as soon as possible.

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

- Staff will check pupils' engagement with remote education every day.
- Staff will comment on learning frequently, across the week, but this may not be every day.
- Where engagement is a concern, staff will phone home and enquire how we can support to improve engagement.

How will you assess my child's work and progress?

- Teachers use various methods to assess pupils' work, this will continue for distance learning, for example, by looking at children's completed tasks and through discussion with parents.
- Pupils will receive feedback on their work frequently, across the week, but this may not be every day.

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 encourage pupils with an EHCP to attend school in recognition of the challenges with distance learning for these pupils.
- Work for pupils with SEND working from home will be set at an appropriate level of challenge according to their needs.
- We will work with families to deliver remote education for pupils with SEND by making weekly phone calls to offer support.
- To support remote education for younger pupils, for example those in reception and year 1, we will ensure an appropriate level of pitch and balance of academic and practical or play based learning is offered. Timetables will show a range of movement opportunities, mindful tasks and achievable quantities of focused 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?

If a pupil is self-isolating, their learning will reflect the learning taking place for the rest of their cohort in school. Teachers will make use of a range of learning platforms, such as Oak National Academy, to offer introductory teaching input. Follow up activities will, in most instances, mirror those available to children in school.

Teachers will view children's work and offer guidance, support or extension if needed.