

# Cavendish Church of England Primary School



## Remote education provision: information for parents and carers

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Staff and Governors at Cavendish Church of England Primary School are committed to ensuring our vision statement is embedded in everything we do. This includes our provision on site and also our remote learning support. We will ensure that children have an appropriate amount of challenge if required to learn at home and also will work with families to ensure a collaborative approach in overcoming the challenges of distance learning. By using a creative approach to our curriculum, we will be able to offer the child a balance between on screen and off screen learning activities, and are committed to ensuring that the wider curriculum such as wellbeing and the arts are part of our continuous provision. Finally, we are rooted in our belief of the importance in offering a compassionate community and this is reflected in our wellbeing, pastoral and spiritual support which will accompany any home learning package.

This information is intended to provide clarity and transparency to pupils, parents and 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?**

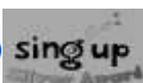
- RM Maths
- Phonics/guided reading
- Topic area in Espresso.
- Work may be emailed or sent via Google classroom

### **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 may need to make some adaptations in some subjects depending on the accessibility of content at home via long term plans. For example, adjustments may be required for practical science, technology, computing and PE.



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## 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 – Reception Class, Years 1 and 2	A minimum of 3 hours content to include daily reading, RM Maths, Phonics/tables
Lower Key Stage 2 – Years 3 and 4	A minimum of 3 hours content via Google classroom, plus 1 hour comprising 15 minutes RM Maths and 15 minutes reading, 15 minutes spellings and 15 minutes tables.
Upper Key Stage 2 – Years 5 and 6	A minimum of 4 hours content via Google classroom, plus 15 minutes RM Maths and 15 minutes reading, 15 minutes spellings and tables

## Accessing remote education

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

You will have received in your remote learning pack, access and login codes for:

- Google classroom
- Espresso
- My Maths
- RM Maths
- Oxford Reading Tree

### If my child does not have digital or online access at home, how will you support them to access remote education?

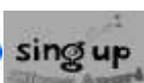
We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

- A wide range of devices compatible to our online offer
- Printed resources which can be collected or delivered
- Home learning support packs
- Limited range of devices to borrow for use at home

### 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
- 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



- occasional long-term project work and/or internet research activities as part of specific work linked to long term planning
- pre-recorded teaching, e.g., Oak National Academy, BBC Bitesize

### **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?**

The key aim for staff, children and families is to ensure that emotional wellbeing is supported and progression in learning of the child continues, regardless of location.

Parental support for children is available:

- via the home learning packs
- home learning tab on our website through the chat facility in Google classroom
- via wellbeing calls and emails with school.

Enabling your child to have a quiet, organised space to learn, with basic stationary and their home learning packs will provide a suitable environment. Plenty of praise and encouragement can be really helpful, but ensure you are supporting your child to work independently as far as possible. The key focus is on supporting learning rather than just completing the activity.

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

We will check pupil's engagement with remote education daily by a mix of 'chat', marking and feedback and telephone calls. If a child has not completed or participated in an expected activity, the class teacher will phone in the first instance. The school will follow up non-engagement and work with families to remove any barriers.

#### **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:

- feedback to children via marking posts and chat, teacher assessment against objectives
- work submitted on time will be reviewed and feedback given
- good progress and achievement is celebrated

### **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:

For children with additional SEND needs, the school would speak to the family directly at the start of the remote learning period to discuss needs and tailor support. This may include additional adult support remotely and an adjustment to the way work is set and marked and adjustments to the way teaching is delivered, for example, additional audio to support reduced visuals, supplementary learning resources and ability appropriate tasks.



For the youngest children we would ensure that learning takes place in part away from the screen and supports the Early Years immersive approach. We would ask that families are mindful of the additional safeguarding requirements of pupils with SEND and discuss with the school any concerns or additional vulnerabilities.

For children with social and emotional needs, we will endeavour to ensure that contact with their key adult continues remotely.

### **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?**

Where possible our curriculum is designed so that children who are in school or at home are having access to the same planning and curriculum coverage. If a child is required to self-isolate whilst the rest of the class is in session, comparable work will either be set via Google classroom or sent via email. If required, materials can be delivered to the family home or collected by somebody who is not part of the isolating bubble. Teachers will provide feedback via Google classroom, email or telephone, and lessons will follow the normal classroom timetable to ensure parity with children in school. Please note that due to in school teaching requirements, it may not be possible for class teachers to feedback until the end of the day and any immediate queries regarding lessons set should be emailed to the school office or telephone in the first instance.

As part of our pastoral role, staff will ensure that the family has telephone support to avoid a sense of isolation as we are mindful of the impact this may have on wellbeing and friendship groups for the child.

Whether in school or at home, every child is part of our school community and our commitment to the whole child for wellbeing, safety and learning remains at the heart of all we do.

Please do not hesitate to contact us if you have any queries or questions.

*Cheryl Wass*  
*Headteacher*  
*January 2021*



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