

## Information about Remote Learning for Parents

Additional information is held in our remote learning policy

Chacewater 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?**

- Contact with school - children to start work on Level 1 pack that has been provided for support.
  
- Support then from class teacher as to work that is linked into curriculum plan accessed through the VLE.

#### **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 some subjects. For example, in the short term children may be working on a distinct unit in maths eg: Time.
  
- We also may alter the order in which we deliver our subjects so they are easier to be supported by home learning. This is adjusted in our long term curriculum overview. Eg: Egyptians in Year 3 moving from Summer to Spring. This does not affect the coverage of objectives or progression of skills.

## **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	3 hours a day on average across the cohort with less for younger children
Key Stage 2	4 hours

## **Accessing remote education**

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

At Chacewater School, all on line learning is placed on our VLE (Virtual Learning Environment) through the eschools platform. All parents have their child's password and are able to log onto their individual page where work is located. Any problems with logging on to be directed to school and support provided.

Through this, the child/parent can communicate with their class teacher. They also have individual class emails to make contact.

### **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 will be able to borrow chrome books IPADS from school. We have a loan agreement in place for them to complete.
- Any parent who requires support to access the internet can contact school. School will also message parents and Wifi/4g boosters will be provided.
- Pupils will have learning packs for them to access. They have 1 ready and during an extended lockdown additional packs will be available for collection on a regular basis to support the provision. Contact will be made with parents when these are available and spread so that social distancing is maintained.
- If a child cannot submit work via the internet, class teachers will make arrangements to support individual children which will include photographs, dropping the work to school, post etc..

## **How will my child be taught remotely?**

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

- live teaching (online lessons) using the zoom platform. In UKS2 these will be 2 sessions per day. LKS2, KS 1 and Foundation 1 session per day. These are subject to change.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, bbc bitesize, IDL, Accelerated Reader, Mymaths, Active Learn, Espresso, Ruth Miskin RWINC)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home and are sent home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## **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?**

In this section, please set out briefly:

- Pupils should attend the daily zoom lessons – this forms our daily register
- Pupils should complete the daily work set and submit the work required by the teacher for feedback
- If any parents are finding any difficulties, they can contact their class teacher directly through eschools or the class email.

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

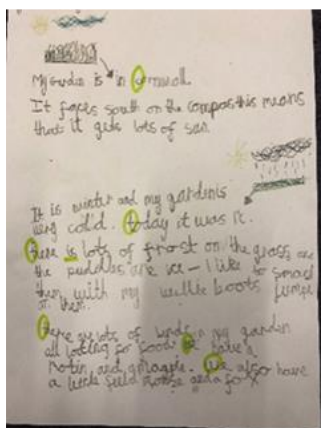
In this section, please set out briefly:

- We will check pupils' engagement with remote education through the daily zoom lessons, the uploading of work to the VLE through e schools, or submitted through email.
- If a child does not attend the daily zoom, we will call the parents straight away to support with any reasons for non attendance. If work is not submitted then the class teacher will call to discuss with parents. School will provide any support to ensure that the work is completed. This has included videos to demonstrate how to upload the work.

### **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 to submit work through the eschools /VLE - work can be uploaded in the form of a photo or scan. Teachers will then mark these and submit them back to parents. See the example: Parents must go back and check the work
- Teacher made sheets that children can complete to submit to the teacher - these can also be self marked.
- My maths / ActiveLearn platform – self marked Teachers able to access results. Children have any problems with answers to message the teacher
- BBC websites / Espresso - answers are self generated.
- AR KS2 – reading comprehension – self-marked Teachers able to access results.



## 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:

In this section, please set out briefly:

- Communication is the key - we will communicate with SEND children regularly to provide support. Children with an EHCP will receive support from the teacher and their 1:1. Children will take part in daily zoom lessons as well as differentiated live teaching at different times. School will also provide resources that can support learning at home. The SENDCO will contact parents weekly to check all is ok and what further support can be provided for home learning.
- For children in EYFS and KS 1 – the teacher provides Daily zoom sessions that include stories and communication activities. The teachers record Daily phonics lessons and provide feedback to the parents on the children working on their sounds. Class teachers provide support for learning through practical activities as well as resource packs.

## **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?**

- Children to start work on Level 1 pack
- Class teacher will contact parents
- Children if well enough to join lessons through zoom
- Work on VLE matched to curriculum in school