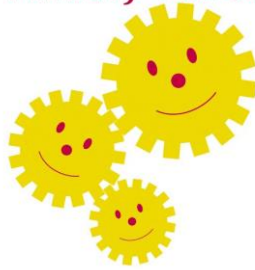**Chuckery Primary School**

Working Together

Chuckery Primary School

Remote Education Information for Parents

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?

The vast majority of children and their parents will already have access to the following:

- Google Classrooms
- Purple Mash
- Marvellous Me

During the first few days, children will be set activities, matched to their learning needs, to complete and, where possible, online teaching (either created by school staff or external providers such as Oak National Academy) will be provided using the above platforms. During this time, school staff will make contact with families by telephone to ensure they have the necessary equipment and passwords to access the online provision.

Where families have no access to online provision, children will be provided with paper copies for a short period while this is organised. (Where possible, children will be provided with a device to support them in accessing the online learning as outlined on page 5.)

Following the first few days of remote education, will my child be taught the same curriculum as they would if they were in school?

Wherever possible we teach the same curriculum remotely as we do in school. We may need to make some adaptations based on the physical resources children have access to at home. For example, art resources.

We may use online providers such as Oak National Academy to deliver some of our content if it provides the appropriate skills or knowledge outlined in our curriculum

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:

Early Years (Nursery and Reception)	We expect children to be engaged in learning activities for 3 hours per day. These should include - Online content provided by school staff - Completing practical tasks set by school staff - Reading with, or being read to by, an adult - Accessing material broadcast for educational purposes such as CBeebies - Indoor and outdoor play activities that develop physical strength, fitness and dexterity e.g. ball games, climbing games water play - Creative activities such as painting or modelling
Key Stage 1	We expect children to be engaged in learning activities for a minimum of 3 hours per day.

	These should include • Online content provided by school staff • Completing practical tasks set by school staff • Independent reading where possible • Reading with, or being read to by, an adult • Accessing material broadcast for educational purposes such as CBeebies where this is age appropriate • Indoor and outdoor play activities that develop physical strength, fitness and dexterity e.g. ball games
Key Stage 2	We expect children to be engaged in learning activities for a minimum of 4 hours per day. These should include • Online content provided by school staff • Completing practical tasks set by school staff • Independent research into the mini-adventures they are working on or have completed • Independent reading • Reading with, or being read to by, an adult • Learning spellings, times tables and practising skills such as handwriting • Accessing material broadcast for educational purposes such as CBBC where this is age appropriate • Indoor and outdoor play activities that develop physical strength, fitness and dexterity e.g. ball games

Accessing remote education

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

All of our online content will be shared through Google Classrooms.

All children will be provided with a username and password to access this content.

School staff will provide training and support while the children are in school and then remotely to children and parents while the children are working at home.

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:

We have 63 laptops and 10 dongles (mobile wireless routers) that can be lent to families if children have no or limited access to the online content.

Conversations that are held with parents in the first few days, that indicate where children are unable to attend school, will be used to ascertain how equipment will be allocated to children.

School staff will provide details of children requiring equipment to the IT technician who will make contact with each family to explore their needs in depth.

The IT technician will determine the priority level of each family using the following criteria.

- **Priority 1** –Extreme need – No-one in the family has access to a device they can use to access the internet and/or an internet connection
- **Priority 2** – Very High need - The children have very limited access e.g. they only have 1 device (including phones, tablets, laptops) with 4 or more other people. Equipment will be issued once all the needs of families in Priority 1 have been met.
- **Priority 3** – High need – The children have very limited access e.g. they are sharing a device (including phones, tablets, laptops) with 3 or more other people. Equipment will be issued once all the needs of families in Priority 1 and 2 have been met.
- **Priority 4** – Need – the children have some access to a device (including phones, tablets, laptops) between 2 other people. Equipment will be issued once all the needs of families in Priority 1, 2 and 3 have been met.
- **Priority 5** – Moderate Need – the children are sharing a device (including phones, tablets, laptops) with 1 other person. Equipment will be issued once all the needs of families in Priority 1, 2 ,3 and 4 have been met.

Families will be offered equipment on the following terms
- It must be looked after and returned to school in the same condition once the children return to school or no longer need the equipment. (Charges will apply to replace or repair lost or damaged equipment). An agreement must be signed by both the child and their parent/carer to indicate that they understand how to use IT equipment safely and responsibly.
- It must only be used for accessing online learning
- Only pre-loaded software will be used.
- In exceptional circumstances e.g. for visually impaired pupils or where IT equipment is unavailable paper copies may be provided. Distribution and submission of work will be via the school office and will be organised by the class teachers.

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 recording made by Chuckery staff and/or Oak National Academy lessons
- Live teaching online lessons (which will be recorded and accessible for children unable to attend live session
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) in exceptional circumstances (outlined above)
- Workbooks books and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Free to air broadcast materials such as CBBC

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?

- Children should spend at least the 3 hours (Nursery, Reception, Year 1 and Year 2) or 4 hours (Year 3, Year 4, Year 5 and Year 6) each school day (Monday – Friday during term time) accessing and completing learning activities
- Children should be in a school routine - getting up and going to bed at the same time they would when they are physically in school.
- Children should, wherever possible, complete tasks during normal school day (between 8:45am and 3:15pm). However, we recognise that, where children share equipment, this may not be possible.
- Parents will ensure their children are accessing, completing and turning in the work that is being set every day
- Where possible parents are supporting their children with their online learning
- Parents are monitoring the children's online activity during the day to ensure they are not accessing inappropriate content or websites
- Parents inform school if their children are unable to access online learning due to sickness etc.
- Parents engage with the regular phone calls made by school staff

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

- Children's work will be monitored each day to ensure there has been engagement with the activities provided by their teacher.

- If a teacher is concerned about the engagement of the child, then they can leave a comment and return work if they feel it needs to be looked at again by the child. The teacher will ring the parent and child to discuss their learning and the expectations for Google Classroom. They can discuss if there are any problems with the work and can offer support if it is needed

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:

Teachers will read and assess all work submitted by children. They will use their assessments to ensure future lessons build on what the children know and/or address what they do not understand.
Feedback will be given, where possible, through:

- Google Classroom
- Marvellous Me (including teacher and headteacher awards)
- Telephone conversations
- Email conversations

Please note, teachers will not provide written or verbal feedback for every piece of work submitted.

Children can use Google Classrooms to request support and ask questions. Teaching staff will answer these questions as soon as possible and always within 1 working 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:

The Special Needs Co-ordinator will work with teaching staff to ensure appropriate online provision is being made and/or materials and equipment are made available if required. E.g. where a child uses specialist equipment or requires written materials to be enlarged.

Teaching staff will provide learning activities that are accessible to all pupils including those with special needs.

Teaching staff and/or the Special Needs Co-ordinator will contact families of children on the SEN register at least every 2 weeks to offer support.

Leaders will monitor online activities to ensure they are appropriate and meet the learning needs of all children as well as monitoring children who have not accessed any remote 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?

Where possible children will be provided with the opportunities outlined above. However, at times, we may need to rely on providers such as Oak National academy and commercial content rather than content provided by Chuckery staff.