

Chalk Ridge Primary School

Policy for the Provision of Remote Teaching and Learning

Agreed and adopted: January 2021

Reviewed:

Next review: January 2022



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?

Scenario 1

When a child is required to self-isolate and is well enough to access learning

Day 1 Parent informs school

Office staff member informs Headteacher

Parent is provided with 10 day learning pack pre-prepared by year group teaching team on Day 1 if collection can be made by parent. If school is required to deliver/post, this will be within 2 days of parent contacting school.

From Day 2 Staff members working from home due to shielding will provide one daily virtual session.

Scenario 2

When a bubble is required to close and the rest of the school is still open

Day 1 School will inform parents of the bubble closure

Day 2 Class teachers if well will start remote teaching from Day 2.

Remote teaching will be via Zoom session – live or pre-recorded.

Learning packs will be published on school website under relevant class pages.

Hard paper copies will be available to all parents who request at school office.

Learning packs may not be available in full due to teachers not having sufficient time to organise. The activities may have to be added daily to the website and sent to the school office until they are organised in full. This may depend on when the bubble closes, and who, if anyone, is available to support home learning due to working from home.

Scenario 3

When the school is closed and open to key worker & vulnerable children

Day 1 School is informed by Government to close

School communicates with school community

Day 2 Teaching staff prepare remote sessions and learning resources

Day 3 Remote teaching and learning is made available.

Scenario 4

When the school is closed and open to key worker & vulnerable children, and a bubble is required to close

Children who are self-isolating will access the remote teaching and learning in the same way as Scenario 3

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 PE, music and art due to resourcing for parents in the home.
- In Scenario 1 we will teach a different curriculum remotely to that which we teach in school. This is because the class teacher will not be available to teach “live” at the same time as their class and therefore this will alter the delivery.

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	Year R – 3 hours Year 1 – 3 hours Year 2 – 3 hours
Key Stage 2	Year 3 - 4 hours Year 4 - 4 hours Year 5 - 4 hours Year 6 - 4 hours
Key Stage 3 and 4	n/a

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Purple Mash
Zoom
Oak Academy recorded sessions
White Rose recorded sessions
Read with phonics

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:

- September 2020 the school conducted a survey of all parents to collect information about the needs of families in the event of a national school closure. 9 families informed the school they would require support.
- In the event that digital technology is hindering or limiting access to teaching and learning the parent must telephone on 01256 461733 or email the school office on adminoffice@chalkridgepri.hants.sch.uk
- The office staff will collate the information from parents
- The school has a limited number of devices to loan to families. The school will apply for further devices from the DfE and local charity if and when required.
- Where teachers recognise that children are not engaging with remote teaching or completing work online, then communication will be made with the family to establish reasons why and offer support.
- Where internet connection is an issue parents can contact the school office with details above.
- All printed material will be available for collection from the school office. Parents can email or telephone to order a pack for collection on Monday mornings by 11am.
- Purple Mash will be used to provide feedback to children for submitted work. Parents can photograph or scan learning to send to the teacher via email. Where children are unable to access Purple Mash - hard copies of learning can be delivered to the school office on a Friday, for marking on a Monday and Tuesday by school staff. This will be discussed and agreed via email in advance with the class teacher and parent.

How will my child be taught remotely?

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

We will use a range of approaches to teach pupils remotely.

Some examples of remote teaching approaches:

- live teaching (online lessons through Zoom)
- recorded teaching e.g., Oak National Academy lessons, White Rose resources and video/audio recordings made by teachers.
- printed paper packs produced by teachers (e.g., workbooks, worksheets)
- reading books pupils have at home and provided by school weekly
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Children in EYFS develop skills and acquire knowledge through play, many activities set for children in Year R will be practical and hands on. In many cases adult support and interaction will be required.

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:

Child's Responsibility

Log on 2 minutes before a "live" teaching session.

Keep your camera on unless asked to turn it off.

Enter all live sessions with the microphone on mute.

Contribute to sessions when you feel able – give it a go!

Listen and concentrate, try all of the activities your teacher sets.

Follow up the learning as required and in the way that your teacher has asked.

Ask for help from your parent or teacher via teacher emails if you are stuck or don't know what to do.

Parent's Responsibility

Establish a good morning routine for the whole family.

Discuss with your child the importance of learning, developing skills and acquiring new knowledge.

Set an expectation for your child to engage with the remote teaching and learning

Prepare in advance by looking at the home learning plans on the school website

(Class pages followed by relevant year group) so that you and your child know when the "live" sessions will be taking place.

Make a plan/timetable with your child for the day's learning - when you expect them to access the pre-recorded sessions and when the follow up learning activities will be completed.

Agree with your child each day where they will complete the work, when and for how long.

Provide a space that will support independent learning.

Communicate immediately with the class teacher if your child is finding the learning overwhelming or you need some support or suggestions.

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:

- Class teachers in KS2 will take a register at the start of every Zoom call. This information will be recorded and analysed each week. Class teachers and/or the Headteacher will contact families where children are not consistently engaging with virtual sessions. This will be via email and/or telephone call.
- EYFS children will have a daily virtual “register” session in the morning where the class teacher can check in and explain the learning activities for the day.
- Class teachers in KS1 will take a daily register and where children are not engaging will contact parents via email to follow up.
- In cases where the school knows that children are completing home learning via hard copies of learning packs and not through virtual teaching sessions, class teachers will contact parents weekly via email and/or telephone to establish progress with the learning and activities. How, and how often, you will check pupils’ engagement with remote education

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:

- Instant praise, reinforcement, guidance and challenges are given within class, for children during Zoom sessions.
- Purple Mash “2Dos” are set daily and class teacher will respond to the completed learning within 48 hours of the task being completed.
- At KS2 and KS1, some tasks will be returned to children to review and have another go.
- EYFS have three “2Dos” set weekly; the teacher gives feedback on the tasks and praise for good work.
- Pupils and parents email photos of their work directly to teachers on a regular basis. The teacher will comment on the work completed and provide feedback, support or challenge where necessary.
- Photos of good work are displayed on the website, and are praised during Zoom sessions and in recordings.
- Messages are displayed on the Home Learning page to praise good work in Remote Learning.
- Weekly Newsletter will display pictures of good, high quality examples of remote learning, to praise achievement of individual pupils.
- Progress in online platforms such as ‘read with phonics’ is tracked by individual teachers.

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:

- Children with an EHCP – the school will look at the needs of the child and where possible will arrange for the child to attend school. This will be after discussion and agreement with the parent(s) and school staff. A place in school will only be offered if it is felt that the routines and structure of the school day will benefit the child, and the needs of the child cannot be met in the family home. The Senior Leadership Team will also carefully consider on a daily basis if the school has capacity to put in place the provision required by the child to keep them safe, engaged and happy. This provision may need to change due to staff absence.
- For children with significant additional needs in EYFS, after discussion with the parent the school will provide a bespoke learning pack of practical resources to support engagement with the learning. In some cases, the class teacher will liaise directly with the parent to discuss the concerns and issues and find solutions. We encourage parents to contact the class teacher directly and immediately when there are concerns around provision at home.
- For some children with additional learning needs, the school will provide digital devices to enable the child to access remote teaching alongside their peers.
- For some children with additional needs due to ASD or autism, there may need to be additional communication between school staff and parents to ensure that the child can access the teaching and learning in an appropriate way. This communication may be through email or telephone call with parents. In some cases, it may be necessary to set up bespoke teaching sessions for individual children if the demands of a whole class Zoom session causes anxiety. This will be dependent on the capacity within the staffing to deliver these sessions.

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?

Scenario 1

When a child is required to self-isolate and is well enough to access learning

Day 1 Parent informs school

Office staff member informs Headteacher

Parent is provided with 10 day learning pack (this will include activities in English and Mathematics, as well as other subjects such as topic, art and PSHE – the learning structure will not follow exactly the content of the learning of peers in the classroom).

The pack will have been pre-prepared by year group teaching team.

Day 1 - collection can be made by parent from the school office, or a scanned copy can be emailed to the parent.

If the school is required to deliver/post the learning pack, this will be within 2 days of parent informing the school of the absence.

From Day 2 – A Staff member working from home will provide one daily virtual session, this will include feedback to the child about their learning and support of the learning process.