

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.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

We understand the need for children's education to continue as effectively as possible during the pandemic and particularly where there is a need for remote learning.

As part of their weekly planning, our class teachers are preparing for this. Lessons and activities will reflect the learning which is planned for each week in the classroom, so that children do not miss out, even if they are self-isolating at home.

In the event of a full lockdown, class teachers will plan a programme for those working at home. This planning will also be used by staff in school providing for children of critical workers and vulnerable pupils who attend during school closures.

We will provide workbooks for children to record their learning, and with appropriate precautions, a symptom-free family member or friend (from outside the affected household) may collect these workbooks, other resources from the school office.

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?

In the event of a full lockdown, teachers will plan a programme for those working remotely. This planning will also be used by staff in school providing for the children of critical workers and vulnerable pupils who attend during school closures.

The programme will encompass the core curriculum (Maths, English and Science) and will include explorations and activities related to the wider curriculum, for example, Geography, Music, Art and RE.

Timetables will be provided to help families structure children's learning at home. We recognise, however, that parents supporting their children at home may wish to adapt their timetables to fit around their own circumstances – for example where parents have work commitments, or where there are other children at home who need support with remote learning.

Provision will be made to develop pupils' character and wellbeing through online assemblies, using stories and resources from the "Trickbox" personal development programme, and physical activity is encouraged.

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:

Year R	Children at this stage learn through their play and daily experiences. Parents should follow guidance from their Reception teachers. We recommend that children in this age group engage in focused learning tasks for no more than 2 hours in total per day, broken into shorter sessions depending on the topic and children's individual attention spans (for example, this might include a phonics session for 15 minutes, a reading session for 10 minutes and a Maths game for 15 minutes).
Years 1 and Year 2	We aim for children to have 3 hours of learning a day . This will include video teaching clips and other links, explanations and discussion with parents and some independent tasks.

Accessing remote education

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

Remote learning planning and resources will be posted at the beginning of each week on Year Group pages under the Learning section of our school website.

Where appropriate, teachers will signpost parents to online lessons and resources such as The National Oak Academy, White Rose Maths videos and resources, Primary Stars and other relevant video links. Teachers may also record their own short video clips as appropriate in order to directly illustrate key concepts and ideas.

Copies of worksheets and other printable resources will be posted as part of the weekly Package, which parents can print at home. (If families do not have facilities to do so, we can offer support).

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 (perhaps parents are using devices while working at home, or where siblings also need to access remote learning. We also believe that for children in Early Years, learning should be active – children should have the opportunity to experience new concepts through first-hand experiences and practical resources.

We take the following approaches to support those pupils to access remote education:

- where families cannot print resources at home, staff can do this in school for them and with appropriate precautions, a symptom-free family member or friend (from outside the affected household) may be able to collect worksheets or other resources from the school office
- where families cannot submit work electronically, they are welcome to drop it off at the school office
- in exceptional circumstances, we may be able to lend digital devices or resources to support families who do not have adequate online access. Loans will be subject to availability and parents will be asked to sign a loan agreement

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- online resources which can be accessed on our school website and can be printed out at home
- printed paper packs produced by teachers where families cannot print resources at home or access the internet (e.g. workbooks, worksheets)
- online reading materials and reading books pupils have at home, as well as access to books from Year Groups
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- regular (twice per week) live online assemblies with the headteacher enable those learning remotely to feel part of the school community and provides opportunities to meet their friends virtually as well as supporting their wellbeing and personal development

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:

- Teachers set their expectations in the weekly remote learning packages posted on our website
- Pupils are expected to engage in the learning and encouragement and support is given where this is not happening
- Adjustments and support are given where necessary, and parents should email class teachers as early as possible if they need advice
- Learning is sequential. Timetables provide a framework for organising and pacing learning. However, we recognise that families may need to adjust and adapt timings to suit their own circumstances
- Learning should be broken into chunks, with opportunities for breaks and physical activity in between. Learning should encompass a range of activities (eg video clips, focused written tasks, games and puzzles linked to learning)
- Children should also spend time practising key skills at home (eg handwriting, phonics, reading, spelling and basic counting)

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:

- Our staff will make regular contact with parents and children by phone or email and will offer support where it is needed.
- Parents are encouraged to submit examples of children's work each week via our Home Learning emails. Staff will monitor pupils' engagement and the work submitted by pupils and will provide feedback and suggestions for children's next steps
- Parents should seek advice from teachers at the earliest opportunity if they have any concerns or are unsure about how to support their children

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:

- Prompt feedback will be given via our Home Learning emails, via phone calls and online meetings as appropriate. Children are encouraged to reflect on their efforts and teachers will provide pointers to help them move on

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:

- We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND) may need a different approach and provision will be made according to individual needs
- Specialist services can still be accessed through school – eg Speech Therapists, Educational Psychologists and our own Emotional Literacy Support Assistant (ELSA)

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 child is self-isolating but is well and circumstances permit, they are encouraged to continue with their learning. If a child is unwell, it is reasonable to allow them time to recover before resuming their learning.

Wellbeing

We place high importance on the wellbeing of our pupils. Staff will make regular contact by telephone, email or online to ensure that families are well. (We aim to make contact at least once per week using at least one of these methods). Staff will record observations and concerns on CPOMS, our child protection online management system and will monitor pupils' engagement and wellbeing. Where appropriate, we will offer support,

including liaison with specialist services, to ensure that pupils can access the right support to enable them to make good progress.

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