



Information for Parents/Carers & Pupils about Remote Education in our School January 2021

(to be read in conjunction with Remote Learning Policy

<http://childwallce.co.uk/wp-content/uploads/2020/10/16.-CHI31-Remote-Learning-Policy.pdf>)

**Senior Leader with responsibility for the quality and delivery of remote education:
Mrs W. Mason**

Our Mission Statement

“And the child grew and became strong; He was full of wisdom and God’s blessings were upon Him.” (Luke 2:40)

Our Vision

We strive, with God’s grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, “And the child grew and became strong...” (Luke 2:40) embodies our vision and commitment to equip children with the values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for “life in all its fullness.” (John 10:10)

Remote education provision: information for parents/carers & pupils

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if local restrictions require entire cohorts (or bubbles) to remain at home, or during national restrictions of partial school closure.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

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, depending upon the individual pupil and ability to immediately access home learning provision unsupported.

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

- All parents/carers have been sent individual logins for all digital learning platforms being used for remote education
- In the event of whole bubbles, part bubbles or individual children being required to isolate and work from home, work will be allocated via Seesaw. We are committed to ensuring that this work is allocated to begin the first day **following** school being informed/aware of the requirement to isolate; however, in practice, this often begins on the same day
- Year group teams are planning for blended learning in all of their planning sessions this academic year to ensure that all learning can translate as seamlessly as possible to remote learning as and where required
- If we have been advised that a child does not have access to a device to enable them to access online learning platforms at home, school are providing an iPad or laptop on a loan basis. If children are struggling with internet connectivity, school are providing 30Gb SIM cards for data usage only. Parents/carers should contact the school office if they need this support.

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?

- When schools are fully open but children are required to access home learning because they or their bubble have been requested to isolate, we teach the same curriculum remotely as we do in school wherever possible and appropriate.
- Year group teams are planning for blended learning in all of their planning sessions this academic year to ensure that all learning can translate as seamlessly as possible to remote learning as and where required.
- During times of school 'closure' when most children are learning from home and school is accommodating vulnerable children and those whose parents are critical workers, we are all doing everything possible to ensure that the educational offer to all our pupils is **consistent and fair**. Children in school are not directly taught in the way teachers would normally be doing.
- If a child at home is unsure about something or needs a teacher's help, they should comment on Seesaw and we will respond as soon as we are able.
- We recognise that each family is unique and, because of this, remote learning might look different for different families to meet individual needs.
- Where possible, it is beneficial for children to maintain a regular and familiar routine. Our teachers will advise and prompt pupils regarding suggested timings and additional daily tasks to support and reinforce learning.
- Teachers will ensure that all work allocated is appropriate for the children with differentiated tasks and explanations allocated where appropriate.
- Teachers will ensure that all learning has clear explanations – these will frequently be in video or recorded format.
- If a parent or carer has any questions or needs any support relating to home learning, please e-mail homelearning@childwallce.com and a member of school staff will respond as soon as they are able.
- Please be guided by what children tell you is normal practice. For example, at Key Stage 2, children are used to accessing Sections A, B or C according to their confidence with a specific concept. When they are secure, they can then move to the next section if they wish. There is no expectation for your child to complete every calculation in every section; they are familiar with moving on and challenging themselves as they are ready.
- In the event of whole bubble closure or partial school closure, year group staff will schedule regular Zoom sessions to check in and engage in fun activities with the group of pupils working from home.

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:

Reception and Key Stage 1 (Years 1 & 2)	On average, work and activities are shared to last approximately 3 hours per day. This should include physical exercise, reading, phonics, counting and times tables, handwriting, in addition to specific guided lessons and activities across various subject areas.
Key Stage 2 (Years 3-6)	On average, work and activities are shared to last approximately 4 hours per day. This should include physical exercise, reading, spelling, times tables, handwriting, in addition to specific guided lessons and activities across varying subject areas.
<ul style="list-style-type: none">• As you would expect, children will take a different amount of time to complete their learning. However, if they follow teachers' instructions and watch any videos and guided explanations and complete tasks with the care and concentration they know would be expected in school, most children would be working within the timings above. Your children know what would normally be expected of them if they were in school and their teachers know individual children very well and will differentiate and allocate work accordingly. Please be guided by what children tell you is normal practice. For example, at Key Stage 2, children are used to accessing Sections A, B or C according to their confidence with a specific concept. When they are secure, they can then move to the next section if they wish. There is no expectation for your child to complete every calculation in every section; they are familiar with moving on and challenging themselves as they are ready.• We understand that it is a very difficult time for everyone, particularly if parents are working from home themselves or caring for others at home. Please do not panic or feel overwhelmed as we are here to	

work in partnership with you. Reassure your child that all we ask is for them to try their best.

Accessing remote education

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

Seesaw, Zoom, Year Group pages on website,

Various online teaching and learning resources, including, Literacy Planet, Rising Stars Reading Planets, MyMaths, Times Tables Rockstars, Purple Mash, Oak Academy, BBC Bitesize

Learning is allocated on Seesaw and should be uploaded onto the pupil journal for feedback

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:

- The majority of parents/carers completed an online survey (Sept 2020) to tell us about access to devices at home. Parents who have advised us they do not have access are provided with a laptop or iPad during periods of home learning.
- The offer to borrow devices has been regularly repeated in school communications; should a family find that they require this at any time in the future, they should contact the school office who will make the necessary arrangements.
- Parents who do not have internet access have been offered and provided with Vodafone sim cards which allow for data only usage when paired with a phone or other appropriate device
- Where teachers and parents have agreed that a pack of paper materials is more appropriate for an individual's learning needs, this has been collated for collection at the school office

How will my child be taught remotely?

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

- Our parent survey confirmed that fewer than half of our pupils have individual access to a device, most sharing with a sibling or with other family members who might be using the device for work purposes. Consequently, we recognised that live lessons, at a specific time, would be difficult for the majority of children to access without timetabling clashes.
- The majority of our teaching is through video/audio explanations, recorded by teachers, supplemented by other video clips and recorded sequences from sites including, but not limited to Oak National Academy lessons, White Rose Maths, Corbett maths, Literacy Planet.
- Children are all allocated age and progress appropriate reading books using Rising Stars Reading Planets – this has been used throughout 20-21 academic year, whether children are learning from school or home.
- Text book pages and other learning materials are uploaded for each lesson to Seesaw
- Children all have individual login access to all sites used and, should these need to be re-accessed, parents should contact homelearning@childwallce.com
- Live Zoom sessions are scheduled regularly (during bubble or partial school closure) to allow staff and children at home to interact.

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?

- We expect that pupils engage with remote education daily unless they are unwell or there are other mitigating circumstances. We ask that parents/carers inform us if their child cannot engage and that they inform the office if they are unwell in the usual way.
- We ask that pupils seek help if they need it from teachers, through communication on Seesaw or by asking a parent/carer to email homelearning@childwallce.com.
- Children are expected to complete the work allocated to the best of their ability and, so far as possible, showing the quality and concentration that would be expected if working in school.
- We encourage parents/carers to support their children to work, including finding an appropriate place to work and, so far as possible, support children with work, encouraging them to work with good levels of concentration.
- All children and parents/carers are requested to sign and return an ICT and Internet Acceptable Use Agreement which includes e-safety rules which also apply when children are working on computers for learning at home.

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

- Teachers check children's engagement and feedback on their learning at various points daily, alongside supporting learning in school.
- Feedback will be given to individual pupils or to a whole group. This may be written or verbal, in line with our marking and feedback policy.
- If a teacher identifies that a child has not engaged for a day or more, they will either make a welfare contact call home or advise SLT who will make a call.
- Similarly, teachers are noting if anyone doesn't 'attend' planned Zoom session and will contact home to offer support where required.

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 will be given to individual pupils or to a whole group. This may be written or verbal, in line with our marking and feedback policy.
- Where appropriate, a teacher may give individual feedback on Seesaw requiring a child to take further action in their learning.
- Children are reminded of the opportunity to ask for additional support via Seesaw or to ask an adult to e-mail homelearning@childwallce.com
- Learning and progress is continually assessed through work submitted, quizzes, discussions and end of unit tasks/assessments

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:

- Additional support is provided for pupils with SEND through providing differentiated work and explanations, where appropriate.
- For some children, staff will provide individual or small group support via one to one phone calls or live on-line sessions.
- We recognise that each family is unique and, because of this, remote learning might look different for different families to meet individual needs.
- In line with pupils' personal profiles, teaching staff and our SENDCo, Mrs Rice, will collate individual resources that will support identified pupils learning from home.
- Our SEND page on our school website, <https://childwallce.co.uk/sen/> includes many resources to help parents/carers. Mrs Rice is also available to telephone and support parents and, as with all families, staff will respond to specific questions sent to homelearning@childwallce.com throughout the school day
- Learning for EYFS and Year 1 is highly scaffolded and supported and, again, staff are available for support throughout the day.

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?

- We aim for all children who are absent from school due to Covid-19 to be able to access remote learning as described in the above sections.
- In the event of whole bubbles, part bubbles or individual children being required to isolate and work from home, work will be allocated via Seesaw. We are committed to ensuring that this work is allocated to begin the first day **following** school being informed/aware of the requirement to isolate; however, in practice, this often begins on the same day
- Parents/carers are requested to inform school by telephone (at any time) selecting '4' on the choice menu and leaving a voice message. Covid lead staff will be alerted immediately on the message app, allowing us to take appropriate actions for your child and any others required to self-isolate as quickly as possible.