



## Remote Education Provision: Information for Parents

### Chenies School

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?**

A literacy, mathematics and at least one other lesson from a different curriculum area will be set on Google Classroom. Information about the timings of future google meet sessions will be added to the google class stream.

#### **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 will have needed to make some adaptations in some subjects. For example pupils will be unable to participate in team sports and therefore PE sessions may follow online activities which can be completed individually. Science lessons will be adapted to ensure that investigations can be completed using resources easily found at home.

#### **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:

EYFS and Key Stage 1	<p>3 hours daily minimum</p> <p>This will be comprised of a new piece of literacy, maths and and at least one other lesson from a different curriculum area being set each day. In addition there will be an expectation that children practise their phonics, spelling and reading tasks on a daily basis, following guidance from the class teacher.</p>
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Key Stage 2	<p>4 hours daily minimum</p> <p>This will be comprised of a new piece of literacy, maths and at least one other lesson from a different curriculum area being set each day. In addition there will be an expectation that children practise their spelling, reading and multiplication tables on a daily basis, following guidance from the class teacher.</p>
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### **How will my child access any online remote education you are providing?**

All pupils will be able to access remote learning through the google classroom platform.

The pupils have all been given the log in details which they require to access the platform. If a child is unable to access google classroom independently there is guidance on the [school website](#) or parents may contact the school to obtain assistance.

### **Accessing Remote Education**

#### **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:

- Information about how we can support pupils has been provided in school newsletters.
- If a pupil does not have access to a laptop or tablet at home we are able to issue them with a loan laptop. Parents are asked to contact the school office to request the use of a school laptop for home use. Laptops have been made available to families who have requested them.
- If a pupil needs support with the provision of an internet connection parents are asked to contact the school office for assistance.
- If pupils require printed materials, due to difficulties with accessing them online, parents are asked to contact the school office. We will either arrange for them to be collected from school or posted to homes.
- Pupils can submit paper based work to their teachers if they do not have online access by returning it to the school.

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

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

- Work will be uploaded to Google classroom the evening before it is due to be done.
- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize)
- pupils may be directed to access online learning sites that the school subscribes to
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## **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?**

Every pupil is expected to engage with remote education (where there is a facility at home).

- Work set is designed for most pupils to access independently, without parental support. Children in the EYFS and KS1 may need some support to begin their work.
- Class teachers are available daily between 09:00 a.m. and 15:15 p.m.

### **Expectations of parents:**

- It is beneficial if all of the children access the online work. Paper copies of work will only be provided if there is no other option.
- Ideally, children should have a consistent routine and ought to be accessing work online from 9am each day. Contact the class teacher if this is not going to be possible due to restricted access to technology.
- Please ensure that your child completes the work set by the school to the best of his / her ability.
- Please make contact with the class teacher or the school office if you have a query about your child's remote learning
- Please try to ensure your child attends at least one of the live teaching sessions during the day.
- If work is not being completed regularly, your child's class teacher will call you and your child to discuss. Please ensure that your child takes part in this phone conversation.

- Please be mindful of staff workload – they are available for support between 9 a.m. and 3:15 p.m. Any work submitted will be marked and feedback given to the children within 24 hours of submission. Messages sent via the school office will be responded to within 24 hours.
- The work set is age appropriate and consequently we expect the children to complete work independently to minimise pressure on our families.
- Please encourage your child to complete work as set by the school but at the same time please be mindful of their mental well-being.

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

- Teachers will be keeping a record of your child's engagement and if they are concerned about a lack of engagement will contact you.
- A member of the SLT will overlook children's engagement at least once a week and follow up any concerns with a phone call to the family.
- Where engagement is a concern, pupil will be invited to join the critical workers/ vulnerable group at school
- Persistent lack of engagement will constitute a safeguarding issue and appropriate action will then be taken by the school.

### **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 provide written feedback daily on work submitted.
- Teachers will respond to comments, questions asked in the google stream during school hours.

### **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:

- We will speak with individual parents to agree how we can work with them to offer the best support for their child

- individualised packs for pupils with SEND and/or additional google meet sessions,
- differentiated work on Google Classroom as well as availability of teachers to discuss children's work.

### **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?**

The work provided will mirror (as closely as possible) work provided to the rest of the cohort and be set on google classroom.