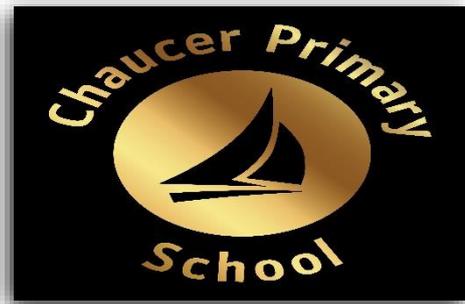


# Remote Education Offer



## Chaucer Primary School

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 if 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?**

Should a bubble close due to a positive covid case:-

Children will be sent home with a paper pack of work and log ins for online learning platforms- Google classroom, Rising Stars (Reading books), Bug Club (Reading and phonics), Times-tables Rockstars, Study ladder – KS2, Numbots.

Parents and pupils can communicate through class Dojo with immediate effect.

### **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, the Art and Design Technology lessons are skills focused and easily developed at home with resources that are easily accessible or easily distributed by school.

## 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:

Primary school-aged pupils	<p>EYFS: 3 hours approx. Phonics Literacy/ communication and language Maths Daily Reading Knowledge and Understanding of the World or Expressive Art and Design learning tasks</p> <p>KS1: 3 hours approx Phonics/spelling/handwriting English Maths Maths consolidation Curriculum activity</p> <p>KS2: 4 hours approx SPAG/spelling/handwriting English Maths Maths consolidation/arithmetic Curriculum activity (science/geography etc)</p> <p>The class teacher will post daily on dojo; explaining which activities should be completed each day. They will also host a 'Good morning' live registration which sets the expectations of the day. Additional live sessions are timetabled throughout the day to support children with their learning. Support staff listen to children daily and children are allocated live 1:1 reading slots.</p> <p><b>Wednesdays will be different.</b> The children will be directed to use online learning apps and complete an arithmetic activity in the morning.</p>
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## Accessing remote education

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

Google classroom is the main learning platform, Class Dojo, Rising Stars (Reading books), Bug Club (Reading and phonics), Times-tables Rockstars, Study ladder (KS2), Numbots, Spelling Shed, Maths Shed.

## **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Parents are contacted through Parent app and encouraged to complete a form which asks whether they have access to an device such as laptop or ipad.
- Devices are allocated to parents who have no access to a digital advice, 1 per family as a minimum allocation where possible.
- Parents are asked to complete a form on Parent app which asks them if they require more digital data. A form is completed and return to school where we can request an increase in data allowance. Families are encouraged to contact school should they have no access to internet data, school will then apply for 4G routers on behalf of families.
- Parents have been informed via class Dojo and parent app that paperpacks, if required are sent out every other week and once returned will be marked by the class teacher.

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

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

Expectations set out within task set posted onto both google classroom and class dojo and explained in our morning google meet session. Where needed, pupils are signposted to high-quality videos of lessons (Oak National Academy/White Rose Maths) linking to the tasks. Alongside this, pupils are expected to engage in daily phonics sessions (recorded and differentiated) and other virtual face-to-face sessions throughout the day. Pupils are able to share their work completed in an afternoon catch up and story session on google meet.

Teachers and support staff are available throughout the day for children to access support whenever they need it.

Support staff are timetabled throughout the day to support pupils with reading on Google Meet, children are informed of their reading time via class dojo or during morning registration.

Children received an initial paperpack if requested, these are updated bi-weekly and delivered by school staff or available to collect at the office.

## 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?

As a school we understand how difficult it is to provide quality remote education in the home environment, especially when there are several children requiring varying support.

We request that children are encouraged to be up and dressed for the live registration every morning in order to establish routines and deliver the expectations for the day.

We request that children have a table to work at where they can set up their online device and complete their work. Parents and Carers must be aware of safeguarding concerns with any computer/ internet device and be vigilant about parents settings from their internet provider and check the History of pupils devices regularly. Any safeguarding concerns should be reported to school immediately

Pupil show respect for each other and adults on remote education platforms as they would in school, parents will be informed of any behaviour concerns as they would be in school.

We ask that pupils are encouraged to ask for support from staff online if they are struggling or attend the drop in sessions timetabled throughout the day.

We encourage pupils to complete as much of the work set as they are able to do and share their work on class dojo or Google classroom.

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

Teachers complete an engagement log on a shared Google drive document daily.

This log highlights:

- the engagement in Google classroom learning and registration.
- Class Dojo communication
- Paper packs distributed as requested
- Regular Google Classroom meets additionally allow teachers and support staff to check in on pupils to ask if work is too hard/too easy and how they are finding tasks. This opportunity also allows staff to ask if pupils about their wellbeing.

A member of staff is allocated per key stage to ring parents if there has been no engagement, primarily as a welfare check as well as to inform of remote offer and check if parents need any additional support.

## **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:

Parents/ pupils send completed tasks via google classroom and class dojo portfolio-feedback given daily. Pupils are awarded dojo points for their work. Pupils asked questions and given verbal feedback during google meet sessions. Whole class feedback given throughout the week and star of the week shared with head teacher.

Portfolio of work is collected per pupil for teaching staff to assess against objectives on a continuous basis, differentiating work where necessary.

Returned paperpacks will be marked and feedback provided.

## **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:

- Pupils with SEND have individualised paper learning packs distributed by their class teacher every other week. Those with profound learning needs and identified as vulnerable by the SENCO are encouraged to attend school. If this is not possible they are offered a device to support learning with apps downloaded for key skills. They receive weekly phonecalls from the SENCO alongside daily communication with the class teacher, home visits are conducted every other week.
- Reception and Year 1 pupils have the same offer as the rest of the school remotely with additional paperpacks distributed, devices with age appropriate apps downloaded for phonics and maths and additional learning packs distributed which meet their developmental needs i.e. playdoh to complete Doh- disco fine motor development.

## **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?**

Pupils self isolating during school opening are provided with paper learning packs immediately which contain 2 weeks age appropriate work. The class Dojo is in place continuously throughout the academic year for all classes which ensures communication for parents and pupils with class teachers at all times.