

Remote Education
at
Chapel Allerton Primary
School



Information for Parents/Carers
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Remote education provision: information for parents

This information, using a 'Frequently Asked Questions Approach', 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?

On the first day of absence, parents and carers will inform school of the absence, and from the second day onwards, work will be available on ClassDojo in line with the curriculum that would be available in school. Until then children can use our full range of online learning tools, including Purple Mash, Spelling Shed, Oxford Owls Reading and TT Rockstars or Numbots, while reading, taking exercise, art and other creative tasks could be enjoyed.

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, experience has told us that to make some adaptations in some subjects given the different environment, learning resources and support available.
- Work will be set using our Online Learning Platform- ClassDojo each day. There will be a timetable provided every Friday outlining the week ahead.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We recognise that families will have additional stresses and time constraints if they are required to isolate, such as the need to work from home, and support more than one child with their learning.

Children are expected to engage with learning every day, but there is a realistic view that the full day's learning may not be achievable for all every day. Teaching staff will be mindful of this in conversations with parents about levels of engagement in home learning.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so. Please contact school so that we can record this on our registers.

Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

Chapel Allerton Primary School uses ClassDojo for its remote teaching infrastructure. Usernames and passwords for pupils and parents are available from the class teachers or the school office.

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:

- Pupils can access any printed materials needed if they do not have online access, please contact your child's Class Teacher via ClassDojo who will arrange for a paper pack to be sent home.
- Pupils can submit their finished paper packs when the new pack is dropped off at their home.
- We have a small supply of laptops that have been prioritised for our KS2 pupils, that we can lend to children who are in receipt of the Pupil Premium grant, this can include dongles to access wifi if necessary. School will assess, based on need, who will receive a laptop under this arrangement. In addition, we can supply paper copies of work.

How will my child be taught remotely?

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

Activities will be similar to those ordinarily covered in class, with links to online learning, presentations, worksheets, videos and other resources as necessary.

Activities will be part of a well sequenced curriculum where knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

There will be an element of video teaching every day. This will take the form of high-quality teaching video materials from White Rose Maths, Oak Academy, and a range of other carefully selected sources. At times, the Class Teachers may produce some pre-recorded content to further support learning.

In addition to this, during a period of National Lockdown teachers from Y1-Y6 will provide a minimum of one live session per week with the children to promote contact and engagement with friends, and to support mental health and well-being.

Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

All provision for remote learning will be subject to the class group's age, ability and /or any SEND. Please see section on page 6 regarding 'Additional Support For Pupils With Particular Needs'.

Engagement and feedback

We expect that, where possible:

- Each child will engage with the home learning that is set each day.
- There will be some work uploaded to ClassDojo each day. It may be a photo of some work eg a Maths worksheet, a drawing, or a short video. Parents and carers may need to support their child with this.
- Parents will support their children as necessary to access the learning resources, and provide paper, pens etc as required.
- Parents will get in touch with class teachers if there are any issues with the above.

The best way to support your child with their home learning is by ensuring a structured routine is in place for their day E.G. setting up a clear timetable for the day.

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

- Teachers will keep a daily list of who has engaged from their class.
- If a child is not completing the work, or the quality of the work noticeably dips, teachers will send a 'check in' ClassDojo message to the parents. If there is no response within 48 hours, teachers will follow up with a phone call.
- Teachers will use their professional judgement about how to support the child and family. This could include providing a paper pack of work to complete, suggestions for how parents can support their child or a phone call.
- If there is still a lack of engagement, the issue will be escalated to a member of the Senior Leadership team who will ring the family, if there is no response a member of SLT will visit the family home.
- Our Safeguarding and Welfare Officer may also become involved.

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 valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Pupils will submit their work to class teachers via Classdojo.
- All work submitted will be acknowledged by the class teacher.
- Teachers will judge when and to what depth to feedback to children on the quality of their work and any areas to develop.
- Teachers will gauge progress and use that to inform the pupil's next steps

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 children.

Mrs Turnbull (SEND) Miss Opie, SEND HLTA, are responsible for:

- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely and liaising with support staff as appropriate to implement this.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Arranging additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls, 1-1 Zoom Sessions

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Non Covid related absence - no remote learning will be provided because the child is too ill to access education.

Child isolating due to contact with a positive test result or child isolating whilst a family member awaits a test outcome/ isolating for another Covid related reason - remote learning will be available from the day after contact is made by the parents.

Class/ bubble has to isolate - full remote learning.