St Chad's C of E (VC) First School Remote education provision: information for parents.

This information is intended to provide clarity and transparency to pupils, parents and 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: home learning.

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?

For individuals:

On the first day of absence pupils Y1 – Y4 should log onto to Bug club, Spelling Shed, TT Rock Stars and Purple Mash to continue with pre-planned and ongoing activities. Thereafter work will normally be set each afternoon or on a weekly basis in line with what is being taught in class. EYFS children can access activities shared on Tapestry.

For year groups required to isolate:

As above work may be set initially for Day 1 whilst teachers set up the home learning plan. Lessons and work will then be uploaded to the school website each evening for the following day for parents to access, onto Tapestry for EYFS

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, we make small adaptations as we are aware parents may not have the resources that children might need at home and ensure that lessons are parent and child friendly.

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	EYFS 2-3 hours
	KS1 and KS2 4 hours minimum (including reading, spellings and tables)

- Lend devices where we have them available. These are a finite resource and will be lent with clear safety protocols and expectations around them. These will enable an internet connection (for example, routers or dongles), where parents or carers need more information they can contact the school.

- Where there is no IT access available in the home at all and none available through the school, parents will be issued with paper print outs of work which can be collected from the school office. Likewise, the school has in place a contingency of CGP workbooks too. This work can be brought back into school after a quarantine period at the end of the closure period. Please inform us on the first day.

How will my child be taught remotely?

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

- virtual input

- recorded teaching covering Maths, English and Phonics daily, as well as a least one foundation subject daily (video/audio recordings made by teachers) approx. 3-4 hours a day

- 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 (Purple Mash, TT Rockstars and Spelling Shed).

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 all children to undertake the work set at their own pace.
- We have organised learning so that it can be fitted around parents' commitments (childcare for younger siblings and working patterns).
- We would like all children where possible to attend at least one on line meeting daily and will contact parents of children for whom we have not had sight of or received work from through email.   Parents should be present and nearby when their child is online.
- Parents are requested to get as involved as they can and praise and encourage their child. Parents should send any work that they feel able to with the class teacher via email which will be shared in advance for assessment and feedback.
- If you have difficultly accessing work please Email office@st-chads-pattingham.staffs.sch.uk and we will make every endeavor to sort out any problems.

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

- Through feedback over Tapestry/ Purple Mash.
- Through email communication and phone calls to parents.
- Parents are asked to disclose any concerns to school in a prompt manner.

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.

- Feedback will be instant and verbal in teams calls.
- Every time a piece of work is emailed/ submitted the class teacher will respond with a short written comment. Where possible parents are asked to send work within the teacher's working day and that 2 or 3 pieces (a day's work) are shared as an attachment (MS Word or MS Powerpoint or jpeg etc) within one email. This will allow teachers to also concentrate on preparing resources for the next day online.
- Of course, when a child finds something difficult or needs help this can be emailed to the teacher throughout the day too.

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 EHCPs or complex learning needs will be offered support where possible from their allocated support staff in a different way if parents feel that it is needed. E.g increased virtual contact or a more personalised programme. This will be done with individual families.

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?

As per paragraph 1 children should access what is already in place in the first instance, thereafter work will normally be set on a weekly basis. This will be a mixture of worksheets, website links and MS Powerpoints sent via email. Where there are issues around access to technology that cannot be resolved with school, paper materials can be collected or dropped off to families. As far as possible this will be closely linked to the work carried out in class and parents can email/return any work for feedback and assessment as above.