

## **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?**

Work will be available from the school website on the "Our Week" tab.  
<http://www.chur-ascen.dudley.sch.uk/index.php/our-week/> We would ask parents to access this as soon as remote learning commences.

### **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, practical work in areas such as science will be less easy to deliver through remote learning due to limitations on equipment availability.

## **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	3-4 hours a day. The nature of the learning provided will vary depending upon the needs of the class.
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## Accessing remote education

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

Most tasks will be in the form of a pdf - school will print these out if required. Other websites will be utilised e.g. White Rose and Oak Academy with links provided on the school website. The teachers will offer a timetable for each week and they will be available to interact by email each working day.

### 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:

- We have a **very small** number of laptops which we will lend to pupils who do not have access to an appropriate internet connected device. These will be distributed at the discretion of the school.
- Pupils can access any printed materials needed if they do not have online access by informing the school office or Mr Bradley. We will then arrange for a pack of printed material to be available for collection.
- If pupils do not have online access they may return their completed work to the school office and the school will ensure that it is passed on to the class teacher for marking and feedback.

### How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, video lessons from White Rose Mathematics)
- 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 (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

Anything else??

## **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 all pupils engage in the remote learning activities set for them. We advise that the children have an established routine each day and that they work and have breaks at a similar time. It is vital that parents support their child's learning by ensuring that their child completes the learning activities set for them and submits the learning for feedback from the teacher.

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

As a school, we aim to provide feedback on the child's working 3-4 times a week. In the event of work not being emailed to the class teacher there will be a follow up email from the teacher to check that the work is being accessed. This will then be followed by a telephone call if necessary. Parents will be emailed if there are concerns from the teacher regarding the work that has been submitted.

## **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:

We will aim to feedback to each child 3-4 times a week. This will principally take the form of an email which celebrates what the child is doing well - in addition to offering suggestions about how to improve. Where there are particular issues it may be appropriate for a phone call from the class teacher to discuss the problem.

## **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:

Work set as home learning for SEND pupils will be linked to their EHCP – or IEP – and will be appropriate to their specific needs.

For very young children – Reception / Y1 – this may take the form of games that could be played and fun activities that may be undertaken with an adult.

## **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 will endeavour to offer a self-isolating child a level of work which enables them to access some of the learning that their peers in school will be covering in class. However, because of the demands of planning and delivering lessons in class as well, it may not reach the same level of activity as if the whole class were receiving remote learning. Children who are self-isolating will receive work which is well sequenced, ambitious and reflects that which is taking place within the classroom. Children who are self-isolating will receive feedback from their class teacher upon the work that they have submitted.