



Colerne Church of England Primary School

Remote Education Policy

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents 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?

Our school uses Seesaw to communicate with all parents. In the first instance of remote education, children will be provided, if required, with a pack of stationery to aid their remote learning. If this is not possible immediately, a time will be allocated to the parents to collect the equipment needed. A pdf of core subject tasks will be sent home along with at least one other foundation subject. This may or may not be completely in line with the original planned programme of learning objectives but it will offer challenge and interest for the child. There is an expectation that the parent will communicate with the teacher apropos their child's initial experiences so that future work can be tailored to their needs.

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?

Broadly speaking, we will 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, parents may not have the same resources at home as we do at school so teachers will adapt the way in which objectives are taught to give the same outcomes e.g. PE – we will offer ideas to replace specific equipment – use a balled up pair of socks instead of a tennis ball... In Science, whilst the children will be able to access videos and ppts via their Seesaw, if studying Forces, they are unlikely to have a Force meter. Therefore, suggestions for adaptations could include using elastic bands and paper clips, or even a pair of tights!

Understanding that not all parents will understand the objectives themselves and therefore ensuring that the children are able to access their learning independently.

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	Our remote education provision is broadly 3 hours a day for KS1 and 4 hours a day for KS2.
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Accessing remote education

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

Seesaw
Google Classroom
Google Meet
Loom

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:

Where a child does not have access to a device to work from or on, parents are contacted via Seesaw, email or telephone to discuss what their needs are.

We can lend, and have lent, laptops, chrome books and iPads to support families where multiple children need use of technology.

Where additional data is required or an internet connection, we will ensure that parents are lent devices such as a router or a dongle, and offer them further information as needed.

Should it be that the child can access the information online but not be able to print off the sheets, a pack of printed materials will be made available each week for collection.

Parents can take photographs of their child's work and upload via Seesaw as this provides sufficient information for the teacher.

How will my child be taught remotely?

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

Daily work is set the day before and it is a mixture of the following methods.

Recorded teaching (White Rose Maths videos with supplementary worksheets, Oak National Academy lessons, video/audio recordings made by teachers)

There will be some live teaching as the time progresses. This will be in the form of group activities and whole class sessions. This will not take the form of mixed provision i.e. the teacher is teaching in class and being recorded/live with remote learners. The broadband at school is not efficient enough.

Printed paper packs produced by teachers (e.g. workbooks, worksheets) where it is deemed appropriate.

Reading books pupils have at home as well as online libraries.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as BBC, Espresso, Developing Experts and White Rose Maths

Long-term project work and/or internet research activities are to be used where appropriate – such as in History or Geography but kept to a minimum.

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 fully expect that all children will engage with their remote education. Work should be uploaded regularly where appropriate, and comments and feedback given by teachers promptly. Support is always on hand should a child or parent need it. This is via Seesaw, email or telephone.

As parents, you should try to provide a quiet space for your child to work. We appreciate that this is not always easy, but less distraction from gadgets and siblings will help your child to focus. We do not expect you to always do the work with your child, but this depends on the age of the child and the tasks set. We understand that many parents are also trying to work from home and that there is a lot of pressure on both sides. There will be no deadlines set for work to be submitted so that if there is a delay in the work being sent in, there will be no sanction.

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

As teachers, our initial methods of checking whether a child is engaging with their work will be via the photos and work uploaded on Seesaw. If a child is not sending in work, then a message via Seesaw will hopefully instigate a response.

Weekly contact will be made with all our families as a well-being and educational checkup.

If engagement is still a concern, a follow up phone call will be made to the parent to check that all is okay and to see if any support is needed. As a primary school, the weight of the responsibility of engagement is on the parent.

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:

Work being uploaded will receive positive comments for the effort that the child is putting in to their learning. They will also receive questions about certain tasks and feedback if there is a need. This may be because they have got a maths question wrong and need to check it, or their presentation is not up to the standard that school expects.

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:

The SENCo works closely with the families of our children with SEND. She will make regular phone calls to check that their children are being supported by the learning tasks. She will ensure that any specific requests for resources are satisfied.

Those children with specific educational targets will have activities matched to these and sent home through Seesaw.

Remote education does look different in FS2 and Y1. The expectation is that parents will engage in more practical activities as well as reading/phonics and Maths.

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 have created a blended learning policy that will support any child who is well, but self-isolating. As the teacher will be teaching the majority of the class in school, they will be unable to provide the amount of feedback and communication that they would normally give.

A mixed programme of planning connected to the class learning, White Rose Maths units and self-contained units from the Oak Academy will be offered, alongside reading. The units will consist of English, Maths and a Foundation subject. Teachers will check in to ensure that the child and parents are happy.