

Cropredy CE Primary School

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.

Please also refer to our Remote Learning Contingency Policy, for more details of provision to support remote learning.

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?

Pupils will be given learning resources and logins as appropriate for their age and stage. These will either be emailed to parents, and resources will be uploaded onto Google Classroom. Resources may also be sent home with the child/children or organised for parents to collect them from the School Reception.

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, this may occur where specific resources are needed to access the curriculum or children need to work in groups to achieve part of the curriculum such as music, DT or PE.

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	Reception- 1 to 2 hours Year 1- 2 to 3 hours Year 2- 3 hours on average across the week Year 3-6 4 hours on average across the week
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Accessing remote education

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

We use Tapestry (Reception) and Google Classroom (Years 1 to 6) as our learning platforms.

Children will see the activities for each day and can respond to them through these platform. Teachers can feedback to the children through both platforms.

Access to Tapestry is via parent logins.

Access to Google Classroom is through individual children's logins.

For Reception children, Microsoft TEAMS is used in order to meet regularly with the class teacher either individually, in small groups or as a whole class. Group size depends on the focus of the meeting. Access for this is emailed out to parents.

For children in Year 1 to 6, Google Meet is used to support meetings between children and teachers. 'Meet' sessions are organised individually (for Reading), in small groups or for whole classes, depending on the age and stage of the children and the focus of the meetings. Access to this is through a link provided on Google Classroom; we also email out group and class meeting times and access arrangements through Teachers to Parents.

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:

If you need support with IT technology please contact the school via the office email, head's email or by phone.

Through school newsletter (sent by Teachers to Parents), we will work to remind you to contact us with any needs you have, that we can support you with.

We will send out details for using other equipment (i.e. Xbox and Playstation) with Google Classroom.

Please let school know if you do not have access the internet at home and we will work with you to solve this problem.

If you need printed materials, we will arrange for you to have a learning pack each week which can be picked up by you or delivered.

Please give us your work when you pick up your next week's assignments.

How will my child be taught remotely?

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

Live teaching (online lessons for English and PHSE)

Recorded teaching (White Rose Maths lessons, PE challenges)

Small group focus sessions – core subjects

Printed paper packs produced by teachers (e.g. workbooks, worksheets);

Textbooks available for children to use at home;

Websites to help develop core skills i.e. Times Tables Rockstars, Oxford Owl

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences i.e. Cornerstones

Long-term project work and/or internet research activities.

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 children to:

- complete the work set each week;
- submit it regularly to their teachers;
- work to the same standard that they would in school;
- communicate positively to their teachers and their peers.

We expect parents/carers to support their children by:

- setting up a regular routine for them;
- helping them if they cannot understand or access their work;
- maintaining an environment free from distractions as far as is possible;
- keeping a positive and calm manner with the children;
- contacting the class teacher if they are worried or concerned about anything.

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

We check the children's work every day and monitor the standard of their work and how much work they are completing.

If we are concerned about the engagement of your child with their learning, we will contact you by phone or email in order to support you with your child's learning.

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. Our approach to feeding back on pupil work is as follows:

We will assess and feedback on children's work on Tapestry and Google Classroom. We will mark their work according to the criteria set out in their learning activity.

We will continue to assess the children's spellings and times tables through tests as appropriate to their age and stage.

We will feedback daily on the children's work.

We will organise small group 'catch-up' sessions on Google Meet to help consolidate learning.

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.

For pupils with SEND will make sure that the work set will be accessible to them. We will do this by removing the barriers to their learning as we would if they were in class. We will scaffold the learning so that the children can see the stages they need to work through.

If the children have a specific area they need to work on we will provide learning opportunities that are specific to their area of need.

In Reception and Year 1 we will provide a balance of direct learning as well as some more open-ended tasks. We recognise that it is important for children of this age to have time to play during the day.

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 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?

If a pupil is self-isolating work will either be emailed to parents or put on Google Classroom or Tapestry.

As far as is practicable, this work will mirror the work that is being completed by children who are still in school.