

Hand in hand we learn



Christ Church Upper Armley CE Primary School

# **POLICIES & PROCEDURES**

## **Remote Learning Guide for Parents and Carers**

Date Issued: Janaury 2021

## **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 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 page of this booklet.

## **What is the school committed to in relation to its remote learning offer?**

Remote learning should:

- Be high-quality, safe and align as closely as possible with in-school provision.
- Give pupils the support they need to master the curriculum and make good progress.
- Follow a planned and well sequenced curriculum that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- Allow opportunities for teachers to gauge how well pupils are progressing through the curriculum and provide feedback to pupils, at least weekly.
- Enable teachers to 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.
- Be a planned programme that is of equivalent length to the core teaching pupils would receive in school, with a minimum of 3 hours a day for KS1 and 4 hours a day.

## **The remote curriculum: what is taught to pupils at home**

Remote learning will follow a planned and sequenced curriculum. It will be high quality, safe and give pupils the support they need to master the curriculum and make good progress.

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 minimum offer in terms of remote education, in the first day or two of pupils being sent home, will consist of:

- A weekly programme/suggested timetable of work
- Daily Maths lessons using mainly White Rose Maths Hub, Times Table Rock Stars and The Maths Shed and daily English Lessons using a variety of different website links. These may include video instruction and work can be emailed to the class teacher for feedback.
- Suggestions and activities for spelling, mental maths and handwriting practice.
- Suggestions for physical activity.
- Daily topic lessons (these may be based on the Creative Arts, Science, Humanities or RE, depending on where we are within the curriculum).
- Response, from a member of staff, within 24 hours of pupil queries/work submitted (except weekends).

## **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 aim to teach the same curriculum remotely as we do in school, however, we have needed to make some adaptations in some subjects, such as Music, PE and technology.

Our remote education offer will include but will not be limited to:

- Daily/Weekly Programme of Work:

We will provide a timetable of subjects and topics; this may change on a weekly basis, but will include details of the work expectations for each day. This programme will also be accompanied by a weekly message from class teachers. This may be a written message or a recorded video message where possible. Please note, that content, for each specific day, will be uploaded each morning to ensure that work the set responds to the feedback points teachers identified in the previous days marking.

- Daily Maths and English lessons
- Daily Phonics Lessons in Reception, Year 1 and Year 2 (where appropriate).
- Reading: Pupils will have access to guided reading slides and activities that are being used in school. In addition, we will also ensure that reading materials are available to pupils so that they can practice their fluency and comprehension skills on a daily basis. Furthermore, class teachers will provide two recordings each week, reading an

extract from their class book which will be shared in their class folder. There will also be a weekly story time shared via the school podcast.

- Mental Maths: In addition to daily maths lessons, we will also ensure that pupils have access to regular mental maths activities.
- Wider Curriculum: Teachers will share any relevant slides and resources that are being used in school. In some cases, Oak National Academy or BBC Bitesize resources may be utilised.

## **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:

Key Stage 1	An average of 3 hours a day
Key Stage 2	An average of 4 hours a day

If you are concerned that your child is not able to follow the indicative times given above, please contact their teacher who will provide you with support and guidance.

## **Accessing remote education**

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

Work set for the week will be shared on:

- Learning from Home section of the school website

Work will be available by 9am each morning.

## **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:**

- The school has a limited number of laptops which can be issued to eligible pupils. If you have difficulties accessing technology, including accessing the internet, please email school on [office@ccuaprimery.co.uk](mailto:office@ccuaprimery.co.uk) or phone and ask to speak to Mrs Green
- Printed materials will be provided to pupils who do not have online access. These will be available on a weekly basis, depending on your preferred timings for collection, and can be collected at the office. If you are unable to collect work, we will endeavour to hand deliver or post it on a Monday or Friday of each week.
- Where pupils do not have access to a printer but do have access to the internet, tasks can be viewed online and either completed on paper (provided by school if needed) or electronically using a PC, laptop or tablet.
- Pupils who do not have online access should submit their completed work to school when collecting their next pack of materials. Feedback will be provided to pupils over the telephone.

## **How will my child be taught remotely?**

We will utilise a range of approaches in our delivery of remote learning. The daily timetable will explain what will be used for each lesson.

The approaches include:

- recorded teaching (e.g. Oak National Academy / White Rose Maths Hub lessons, video/audio recordings made by teachers)
- 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
- occasionally we may set a longer term piece of 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?

#### Pupils:

- Complete the tasks assigned to them through the relevant year group page on the 'Learning from Home' section of the school website.
- Listen to the pre-recorded teacher input, where provided, to support them in completing the lesson activities set.
- Use the learning behaviours they would at school so that they complete work as independently as possible.
- Seek help if they need it, from teachers or support staff.
- Alert teachers if they're not able to complete work.

#### Parents:

- Support your child in accessing the work posted online / in printed packs.
- Encourage your child to complete the assigned work independently.
- Support your child in submitting their work online. It is likely that for younger children accessing and submitting work will need to be carried out by an adult.
- If your child is unwell and unable to complete the tasks set, call school and report your child's absence in the usual way. This will alert us to the fact that they are unable to engage with the work set.
- Communicate concerns with teachers, related service staff, and/or support staff.
- Consider appropriate working conditions for your child(ren).
- Support your child(ren)'s participation and engagement in Remote Learning each day.
- Please refer to the Learning from Home Support Booklet, available on the school website or in hard copy from the school office, which provides information to support you and your child as they learn from home. This includes important information about online safety.
- We ask that parents refrain from recording or taking pictures of their children working online or our teachers delivering lessons. We understand and appreciate that parents want to celebrate and highlight their children's accomplishments and those of their teacher(s). Unfortunately, this may result in the unintended consequence of discouraging our staff from participating in synchronous learning

due to the level of exposure and, at times, inappropriate comments that can be posted online.

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

## **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:

- Marking and Feedback on daily Maths, English and Topic work will take the format of a brief positive comment and some next steps/corrections if needed. More extensive feedback will be provided on extended writing pieces, including some positive comments and one or more areas for improvement. These comments will relate to the success criteria for the lesson and may include some feedback on the key objectives already taught.
- In Reception and Year 1, we recognise that learning may sometimes be submitted through a photograph of a child completing a task or a short comment from a parent about an activity completed rather than written evidence from the child themselves. The classteacher will indicate that they have received the work and will provide feedback, where appropriate,
- Our staff will use formative assessment to assess our pupils' progress and thus make any changes necessary to adapt any teaching plans and activities for all or some of our pupils. Formative assessment will include reviewing pupils' work submitted via email and/or questions raised.
- If no work is submitted over the course of a week, teachers will contact parents via phone to offer further support and guidance.

## **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:

We recognise that some pupils who have special educational needs may need additional support and/or differentiation to access the curriculum from home. Our Special Needs Co-ordinator will work with class teachers and parents to identify these pupils and adjust home learning provision to best meet their needs.

For some SEND pupils we may utilise the specialist content provided by Oak Academy, and our SEND Co-ordinator will work with class teachers to help identify appropriate units and content.

Class teachers will where appropriate differentiate class tasks set for SEND pupils, which might involve setting separate work or drawing on work from another year group to meet individual needs (these can often be found in the Rainbow folder).

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education 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?**

In the case of one or more pupils self-isolating, teachers will provide a minimum package of remote education including:

- A brief weekly programme/suggested timetable of work reflecting what is being taught in class.
- Links to the most relevant Oak Academy English Units, Maths units and Phonics (in Reception and KS1 only) for that week or slides and resources produced by the teacher.
- A copy of any spelling lessons taught plus weekly spellings to learn
- Reading books to practice fluency (a small pack of these could be sent home at the beginning of the self-isolation period)
- A pre-prepared package of suggested activities to develop mental maths, spelling and handwriting skills as appropriate for their year group.
- Topic work to reflect the topic learning in school.
- Response from the classteacher within 24 hours of pupil queries/work submitted.

## **Maintaining contact and a sense of community with our pupils and school families**

In the event of a national or local restrictions requiring entire cohorts (or bubbles) to remain at home, we will:



- Deliver, record and share a weekly act of worship.
- Award weekly certificates to two children in each class. These will be emailed or posted home. These certificates may be awarded for overall engagement with home learning or for a specific piece of work. If your child is self-isolating but continuing to complete home learning, they will still be considered for the weekly certificates alongside the children in school.
- Ensure that all our families will receive at least one call from school staff every three weeks.
- Share messages of support and encouragement on social media.
- Respond to submissions of work and pupil queries via Purple Mash.

## **Safeguarding**

Any inappropriate use of class emails or our online portals by pupils will be reported to parents immediately. Pupils are encouraged to remain safe online at all times, reporting any concerns to their parents (who can then inform the teacher via email or a phone call to school) or by using the 'Share A Concern' button on our school website.