CHRISTOPHER PICKERING PRI- MARY SCHOOL

Remote Education Policy

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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?

If a bubble was to close children would have access to remote live lesson for 3 hours a day. This would be supplemented with other remote learning via – Microsoft Teams, Purple Mash and Tapestry. Children can also request a paper work pack if required. This ensures that children are accessing a full timetable of the school's broad and balanced curriculum.

If the class teacher is ill and unable to provide their own online learning the school will make arrangements for pupils to access the equivalent remote learning in the Humber Education Trust.

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. However, on occasions we may have to make some adaptations in some subjects.

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	Live lessons are taught for 3 hours a day and children are provided with additional school work outside the live lessons – that corresponds to a normal school day. This is applicable to FS2 – Y6.

Accessing remote education

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

Microsoft Teams

Purple Mash

Tapestry

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 Chrome Books provided by the school and DFE to distribute to pupils who do not have suitable devices at home to access the online learning.
- Parents and carers, who need this support, can contact the school admin email:admin@cpickering.het.academy or the school telephone number – 01482 352245 to put in their request. All requests are considered and available devices will be allocated according to priority of need.
- Pupils can access printed materials via Purple Mash.
- Pupils can access any printed materials needed if they do not have online access.
- Pupils can submit work to their teachers, if they do not have online access, by bringing packs back to school.

How will my child be taught remotely?

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

- live teaching for a minimum of 3 hours a day.

- Independent actives via Microsoft Teams, Purple mash and Tapestry.

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- teachers are allocating pupils books to read at the correct level via Read, Write Inc.

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 recognise that parents and carers at home will have different levels of confidence to support with the engagement of their children with online learning.

  As a school, as a minimum, we expect:

- That pupils complete daily learning packs to the best of their ability (either with or without the online teaching inputs)

- That parents set routines in place that support their child's education ie keeping to normal school hours for completing home learning packs.

- That parents engage with the school through the regular phone calls and check ins carried out each week. Where there are issues, school is given timely notice in order to intervene and support as early as possible.

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

Staff will complete daily registers to indicate how often, pupils are logging on to live lessons.

• Where engagement is a concern, we will inform parents and carers through a series of informal, supportive phone calls, ideally with both the parent and the pupil. This may progress to home visits if families are not accessible via phone calls. If engagement continues to be a concern then a more formal letter home will be issued. At CP we believe in working alongside our families and aim to be solution focussed, to enable all our pupils to access the home learning.

• School will keep a weekly summary log of engagement to remote learning.

• School will re-assess those children that they deem to be vulnerable on a weekly basis, through engagement with external agencies such as Early Help and Social Care and through it's on inhouse tracking of accessing the home 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. 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 children's work from home and school
- Where relevant, giving specific feedback to children ie through 1:1 phonecalls, asking children to stay on after live teaching inputs
- Give whole class feedback where similar strengths and ways forward are identified.

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:

- During live lessons questions and work is differentiated to meet the needs of all pupils.
- Teachers respond to individual pupil questions to ensure that everybody can access and achieve in all lessons.
- 1:1 EHCP inputs will take place weekly between MrsDixon and the pupil, at a time that is mutually convenient. This includes SALT (Speech and Language) inputs for these children.
- • We recognise that for our youngest pupils ie those in FS1 and FS2, remote learning may not necessarily suit their age and stage
- In FS1, videos such as stories, phonics and counting activities are uploaded Mon-Wed to Tapestry
- In FS2, children have 4 short live inputs and the activities included in learning packs are ones that require no equipment or equipment is provided ie multi-links

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?

The school ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback, in the exact same way as pupils are accessing it in school.