

CHEETWOOD PRIMARY SCHOOL REMOTE EDUCATION PROVISION INFORMATION FOR PARENTS/CARERS

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education at Cheetwood Primary School, where national or local restrictions require entire cohorts (or bubbles) to remain at home.

The remote curriculum: what is taught to pupils at home

A pupil's first few days 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 pupils expect from immediate remote education in the first few days of them being sent home?

Work will be posted on Google Classroom for pupils to complete. As a minimum, pupils will be provided with maths and literacy work to complete during the first two days whilst the necessary action is taken by teachers to prepare for longer periods of remote teaching and learning.

All pupils have been provided with an exercise book in which to record school work whilst working remotely.

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?

Work will be available on Google Classroom each school day and there is a published timetable for each class to follow in line with the curriculum for that year group.

Whilst working remotely at home, pupils will be taught broadly the same curriculum as if they were receiving face to face education in school.

The subject matter will not differ, but it may be necessary to adapt the approach to how content is being taught through an online learning platform in order to meet individual needs and to ensure pupils still receive a broad and balanced curriculum.

The school has recently carried out a full curriculum review and had the foresight to select resources and units of work that will translate efficiently into the remote learning context, thereby ensuring it mirrors the curriculum offer that would be taught in school.

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:

PHASE	YEAR GROUPS & NUMBER OF HOURS PER DAY
EYFS	Nursery: 3 hours Reception: 3 hours
Key Stage 1	Year 1: 3.5 hours Year 2: 3.5 hours Year 3: 4 hours
Key Stage 2	Year 4: 4 hours Year 5: 4 hours Year 6: 4 hours

As stated in a previous section of this information, each class has a published timetable which shows what time particular lessons are scheduled and how long they will take. Rest periods and breaks have been built into the timetables along with suggestions of how pupils can use their “down time” appropriately, including being encouraged to have time away from a screen and online activity.

Accessing remote education

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

By and large, the majority of the remote education provided by the school will be through the online learning platform Google Classroom.

All pupils have a username and password to log in to their account to access remote learning. If families encounter any issues with this, they are urged to contact school and staff will talk them through any technical difficulties.

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 or appropriate devices on which to learn. We take the following approaches to support those pupils to access remote education:

Through existing effective communication systems the school is aware at all times of any pupils struggling to access remote learning

The laptops which have been provided for the school by the DfE have been loaned out to pupils who have no device at home at all, who share one device with siblings for remote learning, or who only have a phone on which to carry out work. Demand has far outweighed supply, so the school has had to prioritise.

A formal loans procedure and written loan agreement are in place to ensure any loaned equipment is treated appropriately so that once the loan period has ended, the laptop can be loaned to other pupils.

It is not essential that pupils have a traditional device (such as a laptop or iPad) to access remote learning, as Google classroom can be accessed through Xbox and PlayStation and so the school has advised and guided pupils on how to access remote learning through these devices.

For more information about devices, parents/carers can visit:

<https://www.gov.uk/guidance/get-laptops-and-tablets-for-pupils-who-cannot-attend-school-due-to-coronavirus-covid-19>

Dongles have been made available by the Local Authority for school to loan to pupils to facilitate an internet connection; there is a similar procedure for the loan of dongles as with the loan of laptops.

The school can also request mobile data increases for pupils who do not have fixed broadband at home, or cannot afford additional data for their devices

<https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>

Work packs can be provided for pupils which replicate the curriculum being taught on Google Classroom; school can make provision for such packs to be delivered to pupils' homes and collected again when completed (whilst always observing social distancing requirements) or packs can be sent via post.

For some pupils, such as those in the Early Years, or those with complex SEND, working remotely on Google Classroom is not age appropriate and/or does not meet individual needs, for these pupils resource boxes and bespoke learning packs with accompanying parental guidance have been provided.

All pupils have been provided with an exercise book in which to record school work whilst working remotely.

School staff carry out weekly welfare calls to every pupil accessing remote learning and so any difficulties pupils are experiencing can be picked up during these calls. However parents/carers are still urged to contact the school if their child suddenly encounters any difficulties and the school is not already aware.

How will my child be taught remotely?

The school's main approach is through the Google Classroom online learning platform, but we also use a combination of the following approaches to teach pupils remotely:

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Bespoke resource boxes
- Textbooks and reading books pupils already have at home
- Long-term project work and/or internet research activities (although this approach is 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?

When working remotely, each day Monday to Friday is viewed as a school day during term time, the same expectations apply.

Pupils are expected to present themselves at 9:00am each morning.

A register is set for them to log on, sign in and let their teacher know they are ready for the day's learning.

If a pupil does not present ready for learning at 9.00am, parents are contacted and asked to provide a reason why, which is exactly akin to attendance procedures when pupils are in school.

Parents/carers are expected to support their child in getting into a working routine similar to that of a normal school day. This is supported with the timetable for each day that teachers will provide for parents and pupils.

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

As stated in the previous section, if a pupil does not present at 9.00am daily to show they are ready to engage with their work, parents are contacted and asked to provide a reason why, which is exactly akin to attendance procedures when pupils are in school.

Pupils' response to and engagement with their work is monitored on a daily basis and a written log is kept by the class teacher and teaching assistant.

If monitoring shows that pupils are not completing or submitting work at the expected time during the day, or to the required standard, then the teacher or teaching assistant will contact the parents/carers to discuss further and clarify expectations.

It is envisaged that teachers and parents/carers will work together in order to establish what the issue may be with remote learning and how it can be quickly and efficiently resolved.

When pupils are in school receiving face to face education and levels of engagement, attitude towards their learning, motivation and work output are a concern parents are contacted, the school's response is exactly the same during times when pupils are learning remotely.

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 pupils. 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:

Class teachers and teaching assistants will check daily that work is being submitted on Google Classroom.

Teachers will keep a record of work being submitted and assess whether the pupil has made progress and achieved the learning objective. This will help the teacher to plan the next stage of learning for the pupils; based on the progress made and levels of understanding some pupils may receive slightly different work, but still linked to the main learning objective (this is called "differentiation").

Pupils may receive written or verbal feedback about their work to help them understand better or improve their work next time.

Google Classroom allows the teacher to provide personalised written comments to pupils about their their work (that no other pupil can read) meaning feedback can be individualised.

Teachers can also provide verbal feedback which they record through such apps as Vocaroo and post onto Google Classroom for pupils to listen to.

If pupils require extra explanation or more detailed feedback, the teacher can provide that within an email to the pupil (via their parent's email address) or contact the pupil by phone to have a conversation.

Some work that is set will provide instant feedback for pupils because it will be marked digitally.

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 will contact parents/carers on a regular basis to ensure that they have access to specialist help and advice; this includes weekly calls to more vulnerable families.

The SENCO will encourage a child centred approach so that parents and pupils are provided with the opportunity to give feedback on the support that they are receiving.

The SENCO will ensure that termly reviews, EHCP reviews and Team Around the Child meetings are held in a socially distanced environment or using virtual meeting rooms/phone calls.

The SENCO will work with multi-agency professionals to ensure that, where possible, planned assessments can go ahead.

High quality differentiated learning resources linked to pupils' individual learning plans will be provided on Google Classroom and other remote learning platforms.

Practical resources and personalised learning materials will be provided for pupils to use at home; parents will also be provided with advice and support on how to use these resources.

Where lack of technology is an additional barrier to learning pupils may also be provided with the loan of equipment such as a laptop.

Pupils that usually have additional support in class will be provided with more personalised support with their online learning, this daily support linked to their individual learning targets includes 1:1 feedback and coaching, either face to face, or via a dedicated virtual classroom.

Pupils that are usually provided with pastoral support and/or play therapy will be provided with this remotely.

Pupils that are usually provided with speech and language support will access this remotely e.g. via 1:1 or group Zoom sessions and the school's speech and language therapist will provide support and advice to parents.

Parents/carers will be provided with information and contact details for local agencies providing SEND support including the Manchester local offer.

More personal advice on the practical, emotional and financial support available for families experiencing difficulties as a result of lockdown will be provided and may include the offer of an Early Help Assessment.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

For pupils who are not in school because they are self isolating, their remote education will not differ from any of the approaches described above.

During the lockdown period at the start of 2021, the school was closed to most pupils, but still provided face to face education for identified learners and pupils who are children of critical workers. Teachers have become very proficient at providing "blending learning" (that is, teaching pupils face to face whilst providing the same learning opportunities remotely).

Therefore we will always endeavour to provide the same curriculum for pupils who are in self isolation and unable to attend school. Work will be set daily on Google Classroom, in accordance with the class timetable, and the expectation is that this is completed and submitted by the end of the school day for marking and feedback.