



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 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?

All children will be provided with their school work tray which will have in it key resources such as their school pencil case, maths equipment, word mats etc. The contents will vary depending on the age and stage of each child. We will also provide every child with School at Home workbooks in which they will be encouraged to complete any work that is done remotely. Workbooks and resources will be expected to be returned upon return to school.

All children will also have a log in to their Google Classroom account and any online subscriptions such as Discovery Education Espresso.

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 will provide all children with a year group or class, Weekly School at Home Plan which will detail the remote learning for each week. The plan will detail the learning and activities to be covered across the week.

We aim to teach a similar curriculum remotely as we do in school, wherever possible and appropriate. However, we may need to make some adaptations in some subjects based upon resources required and topics that may be best saved until we return to school such as those that require group or paired working.

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	3 hours per day
Key Stage 2	3-4 hours per day

The school recognises that how much remote education is achieved will depend on the age and stage of each child and how much support a child will require/ is available (due to children with any specific needs, families with working parents and those with multiple children to support at home) and so the specific amount of time may be subject to flexibility depending on each family. The school will always aim to provide a similar set amount of work for each child though and will liaise with individual families as required.

Accessing remote education

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

Cheselbourne Village School uses Google Classroom for all children in KS1 and 2 (Year 1-4) to set all work. For children in the EYFS it will use Tapestry our online Learning Journal.

We will also always provide work via email for if any families have problems accessing the Google Suite.

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:

In the first instance on needing to move to remote learning, we will make contact with all our families via phone to find out (and record) the individual circumstances for each family in regard to online access and devices available at home. We will then draw up a plan to support those families who do not have easy online access or no access to a printer/device etc.

Our plan for supporting families will include:

- lending laptops to pupils
- providing any printed materials needed if they do not have online access

How will my child be taught remotely?

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

We recognise that children may require a different approach to remote learning depending on the age and stage of each child. We will therefore adopt a variety of remote teaching strategies to support all children.

Some examples of remote teaching approaches:

- live teaching sessions for core subjects inc. reading
- recorded teaching (e.g. Oak National Academy lessons or video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books for pupils to access at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- online education platforms such as Discovery Education Espresso
- work tasks and assignments set via Google Classroom

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 parents to engage with us and our provision of remote learning by supporting children to access, where possible, our online sessions and providing examples and evidence of work completed. We also really value feedback from parents with how children have got on so that we can refine and develop what we offer to best support children with the process of learning remotely.

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

We will keep a record of when children do not access online sessions so we know which children have attended. We will contact parents directly via phone to discuss any problems with lots of missed sessions or any worries we may have over engagement with the remote learning.

We also expect KS2 to submit assignments via Google Classroom so we can provide feedback and see how they are engaging with and succeeding in the work. Where children do not submit work we will encourage parents to send us pictures of copies of work done at home or photos of home learning. This is also done via Tapestry for our younger pupils. We will also use this feedback to celebrate the success of each child's efforts and attainment in a live weekly celebration assembly.

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:

We aim to provide regular verbal feedback through live online teacher sessions. We will also feedback to children (and parents) via email, responding to any work sent to us. Where appropriate, we will encourage the children to self mark or parents to mark some pieces of work to help us see how children are getting on with a task and therefore be able to provide productive feedback. We will also provide feedback via Tapestry and via the feedback function on Google Classroom.

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 aim to ensure all work set is appropriate to the age and stage of all children and takes into account the specific needs to some pupils. We will discuss with our families the needs of individual children directly and work with parents to ensure work is differentiated appropriately in this.

We will provide additional support and resources as required.

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 will adopt a similar approach to our 'remote education for all' offering. Planning is always done on a School at Home template so learning in school can be sent to parents and replicated (where appropriate and possible) at home.

Where appropriate, children will also have the opportunity to join the class remotely via a accessing an online session.