



## **Crofton Hammond Infant 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 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 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?**

Each half term the staff plan these two days 'just in case' and ensure that they are relevant to the curriculum the children will be following in class. They are likely to be a 'stand-alone' unit of work and may include some 'bite size' clips to watch and some English and Maths activities.

#### **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 to the children at home as we do in school. Teachers introduce the learning through teaching 'clips' which are available on Tapestry or on Seesaw. These will not be 'live' sessions so that they can be used at the most convenient time by the families working remotely. If children are struggling to understand a concept, they will be able to make contact with the teacher responsible for home learning that week, or with their class teacher, for a one to one catch up, by phone or on Zoom.

All children, whether at home or at school, will be offered the opportunity to meet together as a whole 'class' during a weekly Zoom meeting with their class teacher.

Parents will be able to download work that their children have done on Tapestry or on Seesaw and can expect this work to be monitored by the class teacher. Parents may also ask for support by leaving the class teacher a message on Tapestry or Seesaw.

## 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:

Early Years	A suggested timetable for the day is posted by staff, which will mirror the timetable in school. The parent should decide how much of this is appropriate for the child in a given day, but also bear in mind that this is what they would be expected to do in a 'normal' day at school.
Key Stage 1	Children at KS1 are expected to do around 3 hours learning a day and this is what the class teachers plan for. However, we appreciate that home learning is very different from learning in school and that parents should carry out the learning in a way which works best for them as a family. Many parents work themselves during the day and therefore the home timetable needs to be flexible enough to adapt to the needs of ALL members of the family.

## Accessing remote education

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

Children in Early Years will access the remote learning through Tapestry. All families are familiar with this and it enables teachers and parents to talk individually to one another.

Children in Year 1 will access the remote learning through Seesaw. All families have their own individual log in for this, ensuring privacy and individual feedback for their child.

All class teachers will be responsible for ensuring that any family not engaging with the learning is contacted so that support can be offered where it is needed. Families who cannot engage because they do not have access to the necessary IT equipment will be offered a school device to use if available. Parents who do not have internet access will be supported and where possible a short term data package will be provided for them. Hard copies of activities will be provided for parents who do not have access to a printer.

Each week the SLT will liaise with class teachers so that they are aware of families who are struggling either with home learning or in other ways. The services of our ELSA and our Family Liaison Officer will be made available as well as support from the class teacher.

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

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

- Pre-recorded clips of teachers introducing a concept or new learning
- Weekly plans of English and Maths work with activities that can be accessed or printed out
- Links to clips on BBC bitesize or other similar resources
- Ideas for art or DT activities and other areas of the curriculum
- Longer term project work providing research opportunities to be carried out using books or the internet
- Home reading tasks using books at home or through the use of Bug Club which has a range of books relevant for each child
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Regular opportunities for the children to listen to stories read by members of staff

## **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 encourage the engagement of their child in a way that works for their family and to ask for support if they are struggling for this.

We will support with advice and the setting up of routines if required.

We will not judge anyone who is struggling with home learning and chooses to adapt the learning to fit in with their family's needs.

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

Class teachers will catch up with children on a daily basis where possible and keep a note of those children who are not engaging. This information will be shared with the Senior Leadership Team so that they can consider the best way to support the family.

Contact will be made with families when there is a concern and support offered in a non-judgemental way.

## **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:

- Work downloaded by parents on Tapestry or Seesaw will be reviewed by staff and commented on.
- Where there are misconceptions these will be addressed by the class teacher either on the platform or by a telephone call or Zoom meeting.
- Where possible the teacher should point out the next steps for learning for the child and the child or parent should be encouraged to show that they have noted these

## **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:

- Through providing additional resources, such as schedules, social stories, and physical resources for the family to use
- Where appropriate, through offering the child a place in school with the continued support of one to one provision

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

Where individual pupils need to self-isolate but the majority of their peer group remains in school, the way in which 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.

In this situation, the Class Teacher will send home daily work, which mirrors the work which is being carried out in school. There will be an expectation that the teacher will contact the child at regular points during their self-isolation.