Information about Remote Education at Christopher Rawlins CE Primary School

January 2021

CHRISTOPHER
RAWLINS
CE
PRIMARY
SCHOOL

Compassion, Peace and Service

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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?

In whole school lockdown:

Lesson and activities on Google classroom - Reading, Spg/Phonics, Writing, Maths, PE/Active + one other subject (e.g., science, RE, Topic PSHE).
One live session a day.
Story from Mrs Smith daily 1 x FS/KS1 and 1 x KS2
Daily Assembly from Mrs Smith

In isolated cases:
Initially children need to access work on WRM, BBC Bitesize and Oak Academy.
Within 24 hours work in line with work in class will be set on Google classroom.

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 wherever possible and appropriate.

However, we have needed to make some adaptations in some subjects in order for the work to be achievable at home.

The same daily expectations will be in place as on the first few days.

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	*When teaching pupils remotely, we expect to:* • *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.* • *set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum: 3 hours a day, on average, across the school cohort.* *We would expect that the work provided at Christopher Rawlins would last a similar time to a normal school day.* *Owls and Puffins will have less formal work to complete.*

Accessing remote education

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

All provision will be on Google Classroom.

All children across the school from Nursery to Year 6 have logins and passwords to access this platform.

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:

- *Pupils who cannot and do not have access to work can access any printed materials if absolutely needed. School will need to be informed that this provision is required, and work will be available to collect from the school foyer from10am each day. (SLT member in school will organise the printing of this this) additionally a generic pack of work will be provided age appropriate if requested.*
- *Pupils will submit one piece of work as instructed each day either by emailing a picture of it to the teacher's school email or dropping it off the next day when collecting the work.*

How will my child be taught remotely?

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

- *live teaching (online lessons) once a day.*
- *recorded teaching (e.g., Oak National Academy lessons, video/audio recordings made by teachers)*
- *printed paper packs produced by teachers (e.g., workbooks, worksheets)*
- *commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.*
- *long-term project work and/or internet research activities (as per the* schools full opening guidance, *schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)*

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?

- *All pupils are expected to engage with remote education.*
- *We would hope that parents would support their child's education. Children are expected to complete work independently, although we appreciate some parents are keen to support their child's learning and this too is fine. We understand that this will vary for each child and circumstance.*

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

- *Teachers will daily take a 'register' to see who has engaged in learning.*

- *If this has not happened for 2 days teachers will email or an office member/SLT member will ring home to discuss the reasons and provide support.*

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:

- *One piece of work a day will be set as an assignment and 'handed in' on Google classroom. This will then be marked by teachers.*

- *Other feedback will happen in the live lessons and through general questions and queries being responded to throughout the day.*

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:

- *Regular contact from staff / teacher*
- *SLT / SENCo to make contact to gauge support required.*
- *School to support learning with paper printouts and equipment as needed.*
- *Individual task to be emailed separately for children.*
- *School to offer EHCP children facility to be in the KW/V group*
- *Access additional external support as appropriate/ needed.*
- *Staff to refer to pupil profile to provide learning opportunities to match needs.*

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?

Pupil needs to isolate because they or someone in their household tests positive	
- Children will take home blank exercise book and some printed work. (This will be delivered if already absent from school) - They will have access to their accounts for Phonics Play, Ten Town, Spelling Shed, TT Rockstars and My Maths - Teachers will email work they will be missing from class to complete at home (**this will be within 24 hours from when they are informed a child is self-isolating**). Work will be emailed for the week. This will be repeated then for the second week. - Teachers will ensure a phone call either from themselves or member of the phase team twice a week. - Children will be sent Collective Worship link from Mrs Smith and Rev Liz each week.	- Office will be in communication with family to check progress with testing and any support that might be required. - If child is Pupil Premium and entitled to FSM, we will ensure food is made available. - If child is vulnerable in any way, the DSL/SENCo will ensure that appropriate agencies are notified and arrange for additional regular safe and well checks via a phone call from staff. - If a child does not engage, the class teacher is to call the parents to discuss obstacles and support. - The head teacher will call/email the family to check in at least once.

A group of children are self-isolating because of a case of coronavirus in their class bubble	
- Children will take home blank exercise book and some printed work. (This will be delivered if already absent from school) - They will have access to their accounts for Phonics Play, Ten Town Spelling shed, TT Rockstars and My Maths - Teachers will email work they will be missing from class to complete at home (this will be within 24 hours from when they are informed a child is self-isolating). Work will be emailed for the week. This will be repeated then for the second week. - Teachers will ensure a phone call either from themselves or member of the phase team twice a week. - Children will be sent Collective Worship link from Mrs Smith and Rev Liz each week. If more than five children are off at one time, then an HLTA/member of staff will cover the class so that the teacher can use Google Classroom with the group and answer any questions they have about any of the tasks for the week.	- Office will be in communication with family to check progress with testing and any support that might be required. - If child is Pupil Premium and entitled to FSM, we will ensure food is made available. - If child is vulnerable in any way, the DSL/SENCo will ensure that appropriate agencies are notified and arrange for additional regular safe and well checks via a phone call from staff. - If a child does not engage, the class teacher is to call the parents to discuss obstacles and support. - The head teacher will call/email the family to check in at least once.

A whole bubble/cohort of children is isolating because of an outbreak of coronavirus	
- Children will have access to their accounts for Phonics Play, Ten Town Spelling shed, TT Rockstars and My Maths. - Teachers will set work on Google classroom for bubbles of children to access. This will be a range of activities including those from WRM, Oak Academy and	- Office will be in communication with those affected families to check progress with testing and any support that might be required. - If child is Pupil Premium and entitled to FSM, we will ensure food is made available. - If child is vulnerable in any way, the DSL/SENCo will en-

BBC Bitesize. • There will be a two- week standalone project in place for children to complete. • There will be the opportunity for staff to liaise with children on Google Classroom and be present/live every morning for children to chat to about learning if required. If able we will ask that all children check in each day. • If child is unable to access the online resources – please contact class teacher. The home learning pack must then be used. • Children will be sent Collective Worship link from Mrs Smith and Rev Liz each week. •	sure that appropriate agencies are notified and arrange for additional regular safe and well checks via a phone call from staff. ➢ If a child does not engage, the school will call the parents to discuss obstacles and support. ➢ Head teacher will use Google classroom to also communicate with children. ➢ Where children would normally receive additional support from SEND agencies, the SENCO will make arrangements for those to continue via Teams as long as the agencies engage. ➢ The SENCo will share appropriate Oak National SEND lessons or other tasks with teachers who will disseminate accordingly if alternative provisions are needed to support Pupil profiles.

Remote education expectations

https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools#res

Where a class, group or a small number of pupils need to self-isolate, or local restrictions require pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. All pupils not physically unwell with coronavirus (COVID-19) but who are at home as a result of coronavirus (COVID-19) should have access to remote education by the next school day. Schools are expected to consider how to continue to improve the quality of their existing curriculum, for example through technology, and have a strong offer in place for remote education provision.

DfE understands that, thanks to the dedication of teachers and school leaders, the vast majority of schools are already delivering remote education when it is needed and continually improving their provision in line with expectations and emerging best practice. Schools should be aware that any DfE and Ofsted engagement concerning remote provision will always take into account the circumstances of the school and its pupils, including staff absences related to coronavirus (COVID-19).

Note that the expectations set out in this guidance are for schools rather than for individual teachers.

In developing their remote education, we expect schools to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations.
- give access to high quality remote education resources.
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access.
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum - for pupils with SEND, their teachers are best placed to know how to meet their needs.
- publish information for pupils, parents and carers about their remote education provision on their website by 25 January 2021 – an optional template is available to support schools with this expectation

When teaching pupils remotely, we expect schools to:

- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.
- set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum:
    - primary: 3 hours a day, on average, across the school cohort
    - secondary: 4 hours a day, with more for pupils working towards formal qualifications this year.
- provide frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources or videos.

- have systems for checking, at least weekly, whether pupils are engaging with their work, and inform parents immediately where engagement is a concern.
- gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- 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.

We expect schools to consider these expectations in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We expect schools to avoid an over-reliance on long-term projects or internet research activities. We have now published a temporary continuity direction which makes it clear that schools have a duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19). This came into effect from 22 October 2020. The direction poses no additional expectations on the quality of remote education expected of schools beyond those set out in this guidance.

Schools can find help and support in the remote education good practice guide and school-led webinars.

Special educational needs

For pupils with SEND, their teachers are best placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to self-isolating. The requirement for schools to use their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.

Schools should work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating. In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists. These decisions should be considered on a case-by-case basis, avoiding a one size fits all approach.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

Support on delivering online remote education safely is available from:
- safe remote learning, published by SWGfL.
- online safety and safeguarding, published by LGfL, which covers safe remote learning.
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

Remote education support

Read how you can get help with remote education for links to a range of support for schools.

This support has been co-designed with schools and will include a range of school-led webinars and resources intended to share good practice. This is in addition to the video lessons offered by the sector-led Oak National Academy and other providers of quality education resources.

Available support includes peer-to-peer advice and training through the EdTech Demonstrator programme, as well as guidance on how schools can order devices and get help with technology for remote education.