

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.

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
- Daily Maths and English activities. Also: Access to TT Rockstars for times tables and access to SPAG.com for English
- Foundation subjects covered: Geography, History, R.E, Science, Computing and Art.
- P.E is linked through curriculum (winter walk linked to seasons) or online links (Joe Wicks)

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 a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day on average

Accessing remote education

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

- Home learning will be available every Sunday for the week ahead:
<https://www.calthwaite.cumbria.sch.uk/classes.html>
- Emailed out
- We use 'Class Dojo' across the school to keep in touch for mental health, pictures, tasks, chat and videos
- 'Tapestry' is used in Class 1 to keep in touch, share pictures and videos
- 'Busy things' is used in Class 1 for some tasks
- 'Times Table Rockstars' can be accessed for times table practice in Classes 2 & 3
- 'Spag.com' used in Classes 2 & 3 for home learning

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 this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Parents can borrow laptops for pupils, school will require proof that it has been added to contents insurance and an agreement for appropriate use
- We have applied and been accepted for Vodafone sim cards with free data
- how pupils can access any printed materials needed if they do not have online access:
 - We have supplied an exercise book to work in
 - White Rose maths book with activities in
 - CGP punctuation book
 - We have offered printed materials to anyone struggling to access a printer

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- recorded teaching-White Rose videos for maths in KS2/ KS2
 - video recordings made by teachers across the school
 - Phonics videos in EYFS
- printed paper packs produced by teachers- worksheets, comprehensions, RWI
- textbooks-White Rose maths, CGP Punctuation book
- long-term project work-Christian Value termly work
- activities posted on our online platform 'Class Dojo'
- zoom catch-up and collective worships

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?

In this section, please set out briefly:

- we have sent out a timetable with suggested structure
- email/ phone support from school if needed
- focus on core subjects if time, illness or work is a factor

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

In this section, please set out briefly:

- how, and how often, you will check pupils' engagement with remote education-through email, zoom and Class Dojo we will identify weekly children who we have concerns about
- what action you take where engagement is a concern, including how you will inform parents-welfare calls or email from teacher/ head

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:

In this section, please set out briefly:

- Marked via Class Dojo or commented upon
- Marked through email
- Verbally through zoom or telephone
- Answers sent home to self-mark

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:

In this section, please set out briefly:

- Work with families to identify the best approach for their child
- Specific resources to send home-possible zoom or phone time with the child if needed

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?

Work would be sent out daily rather than weekly through either online or paper copies. Feedback and content would remain the same as outlined in this document.