

Calmore 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.

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?

Children will initially receive a year group set of learning to cover the first two days of the self-isolation / remote learning. This will be given as a paper copy, emailed or on teams depending on parental choice previously indicated on parent mail questionnaires.

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. For example, art or DT depending on resources available to parents at home.

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
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Accessing remote education

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

Tapestry- Year R children will be set their learning via the online learning journal.

Purple Mash- All children, will be set tasks on the online learning platform to complete and submit.

Teams- Each child has an account and children in KS1 will be set work as part of their class. This includes pre-recorded lessons, longer tasks as a follow up.

All children will be offered class get together meetings.

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:

We have contacted parents via parent mail to find out whether they have access to technology and if they require paper copies of home learning.

- If families do not have access to technology at home we will endeavour to lend laptops or tablets to pupils. Parents have been advised to contact school to get further support. The school has managed to source additional IT equipment to loan as it does not qualify for the government laptop provision.
- Information has been shared with families about how to apply for extra data on mobile phones should they not have Wi-Fi.
- Any families that require paper copies will be offered printed learning packs which will be left in the front of the school ready for collection.
- Reading folders will be left at school on a Friday, books changed and any paper packs needed will be added ready for pick up on a Monday.
- If pupils do not have online access, they can submit their work in their reading packs for their teachers to mark and return.

How will my child be taught remotely?

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

- Live class meetings – PSE & wellbeing focus.
- Individual targeted live teaching where needed- for example children receiving interventions.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Textbooks and reading books will be sent home by school, selected for individual children to ensure consistency.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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 have shared our expectations for pupils with parents and expect children to engage with the daily remote education.
- We have supported expectations of parental support, for example, setting a suggested timetable for parents and children to follow.
- Parents have regular opportunities to communicate with the class teacher and support staff. They are able to offer support and advice.
- We recognise that home schooling is challenging, especially with other siblings and parents working from home. We will do our utmost to support families by offering strategies.

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
- what action you take where engagement is a concern, including how you will inform parents and carers

How will you assess my child's work and progress?

- We will check and feedback on work given via phone calls, teams meetings or on paper copies.
- We will also assess and feedback on pupils' work submitted electronically or on paper. This will look different depending on the work and child's situation.
- Learning platforms that have quizzes will have feedback embedded in them.
- Pupils will receive feedback on their work weekly if written, or more regular via phone or teams.

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:

Our Sendco will oversee the home learning of children that need support due to SEND.

- Individual children with SEND will have targeted regular live teaching and intervention via teams. Staff will liaise with parents to ensure that they are supported and confident. Adaptations will be made to ensure the adult and child at home are supported.
- Because our children are very young, we do not intend for the activities to require large amounts of time on technology. We will look to encourage physical activity and practical work. For example, sending home skipping ropes, cooking ingredients, clay etc to access tasks.

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?

Children who are self-isolating on their own will be provided with 2 days of generic learning followed by learning which matches the in school provision as best as possible. Feedback will be maintained with the class teacher/TA.

Live lessons will not be provided during these occasions.