

# CHARVILLE ACADEMY



## **Remote education provision: information for parents and carers of pupils in Reception to Year 6**

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if national/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 document.

### **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 the first day or two of home education all pupils will have immediate access to the work being uploaded to google classroom for individuals who are self-isolating. They also have access to the following online resources:

- Purple Mash
- Times Table Rock Stars
- Numbots
- Reading books

## **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?**

From Day 2 of remote education we aim to teach the same curriculum remotely as we would in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects.

For example:

- Adapted tasks due to a lack of opportunities for class/peer discussion
- Adapted tasks to accommodate practical learning opportunities and access to resources that would be provided in school.

## **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	KS1 - 3 hours a day, with less for younger pupils  KS2 - 4 hours a day  As part of this pupils are expected to read on a daily basis for 20 minutes and practise key curriculum elements based on age. E.g. Phonics sounds, Times tables  Pupils from Reception to Year 6 are expected to attend a daily registration session.  Children will be provided with regular activities to support physical activity, wellbeing, reading and vocabulary development.
----------------------------	--

Reception	In Reception this learning will be activity based.
Years 1 and 2	3 hours per day including a 20-minute small group feedback session with a member of staff.
Years 3, 4 and 5	4 hours per day including a 20-minute small group feedback session with a member of staff.  Practise times tables weekly using Times Table Rock Stars.
Year 6	4 hours per day including a 20-minute small group feedback session with a member of staff.

## **Accessing remote education**

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

All pupils have been provided with a login for Google Classroom (which they are currently using to access Home Learning).

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

During parents evening in Autumn 2020 we gathered information from all families regarding availability of and access to technology. We will use this information to support us with contacting the relevant families to discuss the issuing of technology in order to support access to the online learning platform. If circumstances have changed please contact the school office via email on [office@charvilleacademy.org](mailto:office@charvilleacademy.org).

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

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

- Pre-recorded teaching videos
- Independent tasks - worksheets
- Quizzes and assessment tasks

- Opportunities to meet a staff member via video and receive feedback as part of a small group

The lessons will consist of a video of a recorded lesson similar to what your child would experience in class. There will then be an accompanying task for your child to complete via the Google Classroom applications and submit to the teacher.

## **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?**

Your child is expected to:

- Attend a daily registration session with a member of staff via the class Google Hangout page
- Attend a daily feedback session with a member of staff via the class Google Hangout page
- Complete daily assignments/tasks

They should spend roughly an hour on each task as they would in class and it should be completed to the same standard independently.

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

We will be monitoring the engagement of your child using a range of strategies:

- Pupils not attending the class registration session will be followed up via a phone call to parents/ carers
- Monitoring of work completed
- Attendance and engagement in feedback sessions.

Concerns regarding engagement in learning will be followed up via a phone call to parents/ carers.

## **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 completed will be checked and monitored by staff on Google Classroom
- Daily feedback sessions via Google Classroom with a member of staff
- Written comments on individual pieces of work where appropriate
- Quizzes.

## **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:

- Appropriately differentiated tasks/learning for pupils
- Resources to support learning e.g. wordbanks, writing scaffolds
- Activities associated with the Personal Education Plan which reflects the annual review and reports of other professionals
- Weekly calls from the SENCO for all children with an EHCP and those at SEN support who have been identified to require this.

## **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?**

When a pupil is required to isolate tasks will be uploaded to Google Classroom for completion. These tasks are linked to the content being taught in the classroom during the week. Parents/ carers will receive a phone call every 48 hours to check on the child and enable staff to support with learning where required.