Chilcote

Primary School

Remote Learning Provision

The purpose of this guidance is to outline remote learning provision in the event of a critical incident where school is required to close for a period of time. The decision to close the school will be agreed with the Local Authority and the Chair of Governors and will be communicated to the community in a timely manner.

Updated March 2024

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The Remote Curriculum

What is taught to pupils at home?

We take into account that the readily accessible learning resources in school which are used to facilitate and support learning will not necessarily be available at home. We endeavour to replicate as close as is practicable what would be taught if the children were in school based on the National Curriculum and Early Years Foundation Stage Profile. Teachers base their planning decisions on a number of key factors including: judging what has been taught in the year group so far and what curriculum areas are still remaining; a consideration of which 'catch-up' learning would benefit learners first; and the suitability of particular topics for effective home learning.

The remote curriculum will vary slightly between phases. Content has been summarised below. We also provide whole school learning activities, also listed below.

Early Years/Reception
Phonics Maths Literacy Opportunities for creative art and design Topic work – incorporating a combination of the other areas of learning
Key Stage 1
Phonics (Year 1 only) Spellings (Spelling strategies for both Year 1 and Year 2) English Maths Science PSHE With regards to the Foundation subjects, Year 1 continue to adopt a topic based approach whilst Year 2 will deliver subjects more discretely.
Key Stage 2
A daily diet of Maths and English lessons (which includes a combination of reading, writing and SPaG learning) following the objectives set out in the National Curriculum. Further daily lessons are a blend of subjects from the remaining curriculum areas, such as: science, geography and art
Examples of whole school learning activities
❖ Mindfulness activities ❖ P.E/Music lessons ❖ Daily reading as part of the school's drive to develop its Reading Culture ❖ Online Maths practice via Numbots, Times Tables Rockstars, My Maths, Spelling shed

Remote Teaching and Study time

What approach has the school adopted?

Agreed approach: A combination of asynchronous and synchronous learning
Asynchronous learning is where learning happens on the individual's schedule. Teachers provide the materials and assignments with pupils having the ability to access and satisfy these requirements within a flexible time frame. Materials might include paper-based materials, directed texts, self-guided interactive learning resources, pre-recorded lessons.
Synchronous learning is where teaching and learning takes place at the same time for all pupils. Staff will use Teams to deliver a combination of live or recorded sessions as outlined below.

How long can I expect work set by the school to take my child each day?
During the national periods of Lockdown, the DFE made the following recommendations:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

These recommendations will be taken into account when we plan.

Whilst there is an expectation of what MUST/SHOULD be completed each day, the timetable for completion is flexible. We do recommend that all children start the working day from home at 9.00am, as if they were in school.

An example of what a more structured working day could look like:

KS1:	KS2
9.00: Mindfulness followed by Phonics 9.45: Snack + break 10.30- 11.30: Maths or English activity 12.00: Break for lunch 1.00 – 2.00: PE session/Topic work 2.30: Reading	9-11: Core lessons (Maths/English) Break 11.30- 12.30 : Topic + Reading and completion of AR quizzes 12.30: Lunch 1.30 – 2.30: PE, Mindfulness, completion of unfinished work/reviewing learning

We have agreed a whole school approach for activities on a Friday afternoon.

Friday afternoon will be dedicated well-being time for the children. We propose that children engage with the following learning activities:

- PE (work to be set by Sports Coach)
- Music
- Mindfulness activities
- Journaling
- Reading + AR quizzes

Accessing Remote Education

How will my child access any online remote education you are providing?
Your child will access the online learning activities via Google classroom. Each pupil is issued with login details and the system can be accessed from a laptop, tablet, stand-alone PC or mobile device.

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

a. The school has a limited bank of digital devices which we are able to loan to pupils. If you are struggling with digital access, please contact the school.

b. We will provide exercise books for **ALL** children to work in. Rather than printing sheets, work can be recorded in the exercise books, some of which we will ask you to upload (see below)

c. Where we deem appropriate, we will create hard copy learning packs for individual pupils

How will my child be taught remotely?

Live teaching/Recorded sessions (check ins)

Teachers will 'check in' via Teams twice daily. These sessions will comprise:

- A well-being check, giving pupils an opportunity to interact with their peers
- Direct teaching of English and Maths only
- Opportunities to review learning, including self-marking

For children who may require additional support/follow up, contact will be made directly with that individual.

Engagement with Remote Education

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

To complete the assigned learning tasks, **children** should:

1. Attend the daily check-ins
2. Log onto Google classroom daily
3. Check the daily/weekly activity schedule (this will need to be supported by adults for the younger children.
4. Listen to/play the relevant video or teacher instruction
5. Complete the task and submit to the teacher for feedback/acknowledgement OR self-mark work during the check-in sessions.

We appreciate that parents may be working, managing the learning of multiple children and more. Therefore, we expect **parents/carers** to:

1. Ensure your child accesses work daily
2. Ensure your child reads daily

3. Discuss the learning with your child
4. Raise concerns with the school if you have any, be they academic or social emotional
5. Respond to the welfare calls made by staff (please note that calls are likely to show as No Caller ID)

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

If children are not regularly participating in the check-ins or submitting work, parents will be contacted by the classteacher and when appropriate this will be escalated to the Deputy or Headteacher. In the event that no contact can be made with you or your child, the school will undertake a 'safe and well check' which involves a member of staff visiting the family home.

Engagement of school staff with pupils

We offer the following:

- Weekly whole school pre-recorded/live assemblies led by the Headteacher
- Welfare/support calls to pupils as required.
- Live, twice daily class check-in sessions via Microsoft Teams led by the classteacher. We will monitor participation in this.

  Due to the fact that we know some families comprise more than 3 children in different year groups and access to digital devices may be an issue, the Live check-in schedule below has been designed taking this into account. Please note duration times are approximate.

CLASS CHECK-IN TIMETABLE

9.00 – 9.25	Nursery and Reception Check-in No.1
9.30 – 10.15	Year 1 and Year 2 Check-in No.1
10.20 – 10.55	Year 3 and 4 Check-in No.1
11.00 – 11.50	Year 5 and 6 Check-in No.1
12.00 – 12.30	Nursery and Reception Check-in No.2
12.40 – 1.15	Year 1 and Year 2 Check-in No.2
1.20 – 2.10	Year 3 and 4 Check-in No.2
2.15 – 3.00	Year 5 and 6 Check-in No.2

Feedback and Assessment

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

- Completed tasks can be shared via Google Classroom. Staff may produce a whole class feedback review which will help with next steps for the group as a whole. Depth of feedback will be dependent on the age of the pupil.
- Reading, Maths and other curriculum area learning tasks will be marked during the live check-ins. Pupils will be expected to self-mark where possible.

- ❖ Accelerated Reader scores (Year 2-6) will be monitored
- ❖ Teachers in EYFS/KS1 may request that parents share pages from the Reading record book

How will my child be formally assessed?
Staff will use the outcomes from weekly tasks as formative assessment. More formal assessments will take place when remote learning ceases and the children are back in school.

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 will help your child by:

1. Differentiating the work accordingly
2. Inviting your child into school for 1:1 support – this will include a dedicated member of the Teaching Assistant Team who will be assigned to your child. Sessions will vary in frequency and length (up to 2 hours per session). A small proportion of each session will also include a physical activity or a game, thus contributing to your child's physical and/or mental well-being.
3. Providing paper copies of the learning activities should your child have difficulty in accessing the learning online
4. Ensuring we provide opportunities for your child's IEP targets (where relevant) to be worked on

The SENCo will:

- be available to support staff in devising SEN differentiated tasks
- ensure that provision for pupils with EHCP matches the provision stated in the EHCP document is provided (where possible), enlisting the support of specialist agencies where needed
- make regular contact the parents of pupils with EHCPs

Specialist teacher input

- ❖ The LAC designated teacher will make contact with LAC pupils during Lockdown and will complete relevant PEP documents, liaising with Social worker where required
- ❖ The Pupil Premium Teacher/Staff may provide 1:1 guidance and support for all identified pupils
- ❖ The school's Learning Mentor will respond to concerns from parents on a needs basis.

Online safety

As children will be spending more time working independently from a device, please consider the following:

1. Amount of screen time – this should not be excessive and there should ideally be a break between sessions (refer to the Internet Legends document sent out last term Autumn 2021)
2. Parental controls - these should still be in place in order that you can monitor what your child may be accessing if browsing the web
3. Any general concerns about online activity can be reported to the class teacher or the school's Designated Safeguarding Lead.
4. More serious concerns about online activity can be reported via www.ceop.police.uk.
5. Information and advice for about online safety for children can be found at www.thinkuknow.co.uk

APPENDIX 1

CONTACT INFORMATION

Who do I contact if I have any questions about Remote Learning or any other Lockdown related matters?

Class teachers can be contacted about remote learning activities via email using the enquiry@chilcoteschool.com address using FAO and the class teacher's name in the subject header

For curriculum content issues, contact your child's Phase Leader via email using the enquiry@chilcoteschool.com

Nursery and Reception: Mrs Eames

Year 1 & 2: Mrs Harris

Year 3 & 4: Mr Fay

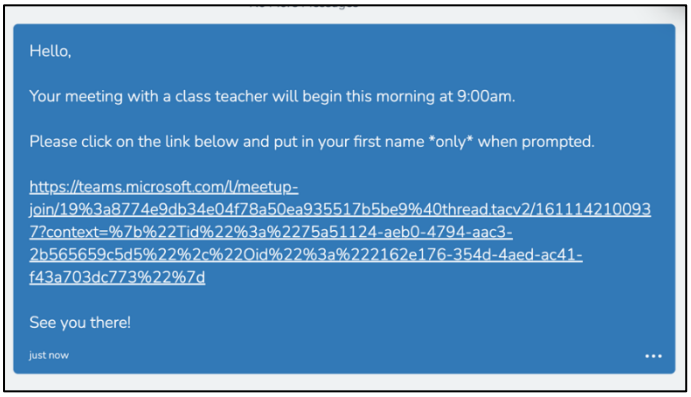
Year 5 & 6: Mr Canning

For any other matters, including safeguarding concerns, contact Mrs Doherty or Mr Haycock via email using the enquiry@chilcoteschool.com.

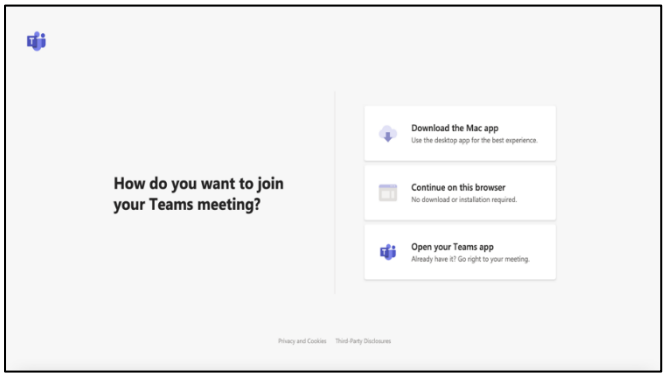
APPENDIX 2

How to join a Teams meeting

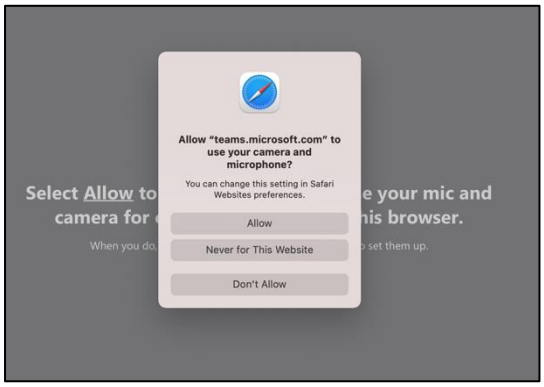
Step 1: The class teacher will send an announcement on Seesaw with a link to a meeting. It will contain the time to join and will ask them to use their first name only when prompted to input a name.



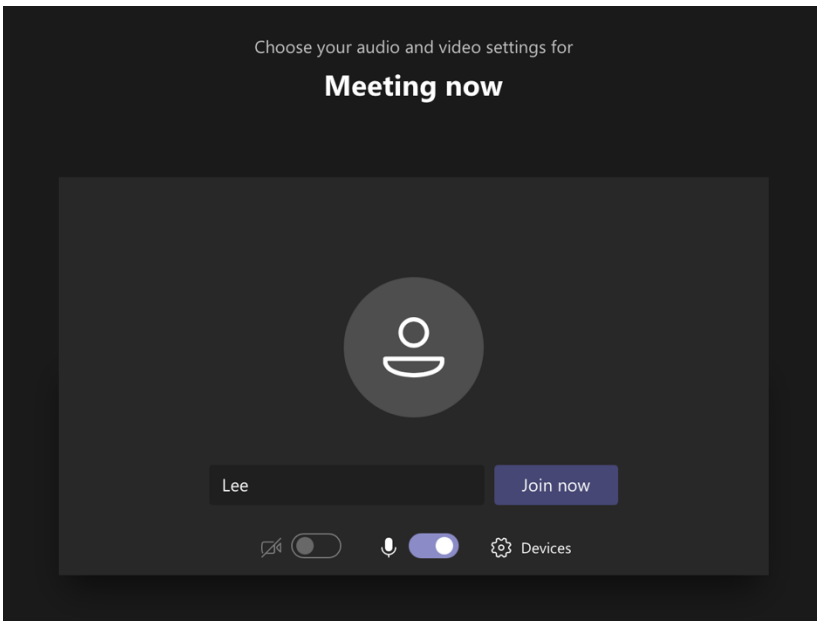
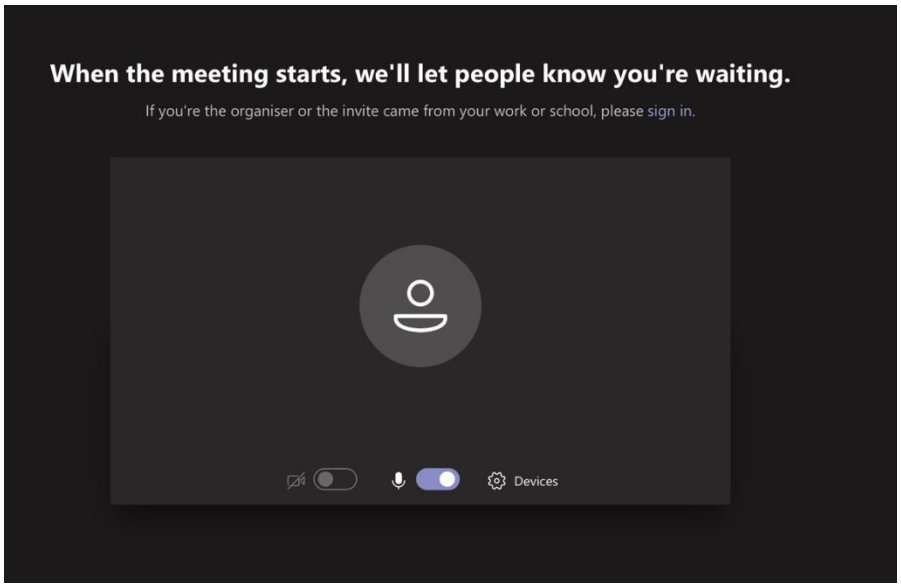
Step 2: Click on the link and select 'Continue on this browser'.



You may be prompted to allow Teams to access your microphone and camera. Please press allow so that you can be seen and heard in the meeting.



Step 3: You will then be asked to enter your name and join the meeting. Once you have entered your name, press 'Join now'. Please make sure you use first names only.



Step 4: You will be in a virtual 'waiting room' until the class teacher allows you entry to the meeting. Please wait until they admit you in.