



Coten End Primary School

# **REMOTE LEARNING STATEMENT**

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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 where national or local restrictions require children to remain at home.

Circumstances which may necessitate remote learning include:

- Adverse weather conditions
- Failure of the school's heating or electricity
- Unsafe buildings
- Pandemic or other medical issues

### **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?**

When children are prevented from attending school due to external factors, the class teacher will use Google Classroom (Y1-6) to provide activities that may or may not have associated teaching videos to support them. There will also be relevant links to other resources as well as reminders to engage in Spelling Shed, Athletics, Active Learning, Reading Eggs.

### **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, when practical work may be involved requiring specific equipment in a science lesson or PE lesson.

### **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:

Reception	2.5 hours
Key Stage 1	3.5 hours
Key Stage 2	4.5 hours

## **Accessing Remote Education**

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

Reception children will access their remote learning using Tapestry. In the event of issues with Tapestry, activities will be uploaded on the school website.

Years 1 – 6 will use Google Classroom.

### **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:

- If you are in need of an additional device, please contact your child's class teacher in the first instance or the school office at [admin2623@welearn365.com](mailto:admin2623@welearn365.com) or 01926 491329
- If you need assistance with internet connection, we can provide vouchers for broadband or dongles.
- If your child prefers to work on paper (hard copies) we can provide those. Contact your child's class teacher in the first instance.
- Hard copies of work for marking can be dropped off at school for teachers to review and assess if pupils cannot upload them electronically.

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

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

- recorded videos and activities for pupils in Reception.
- live teaching for small groups in KS1 (online lessons).
- recorded videos with live meet sessions in English and Maths to address problems and issues in KS2.
- recorded videos for subjects other than Maths and English in both Key Stage 1 and Key Stage 2.
- associated independent activities for all subjects
- Google Meet sessions for children in Key Stage 1 and Key Stage 2 which have a social focus.
- links to a variety of other resources to broaden interest where children have time.

## **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 expect all children to engage in the remote learning activities set at home and the design of our delivery should enable flexibility for families in different home circumstances.
- Parents and carers should ensure that children have everything they need in order to access their remote learning on a daily basis. Videos and activities have been designed to require minimal parental input, but we appreciate that this will vary from child to child.
- Parents and carers should contact their child's class teacher to discuss any issues with their child's access and engagement with the learning as they may be able to give suggestions and strategies on what to prioritise and how best to carry the learning out at home.

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

- Class teachers will check pupil engagement on a lesson by lesson and on a daily basis.
- If there are concerns about lack of engagement, class teachers will contact parents and carers to help address and resolve any issues.

### **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:

- Individual tasks will be fed back on by teachers once they have been submitted. This may be a written comment or a voice message in Years 5 and 6 where further explanation and feedback is required.
- Children who do not upload work will not receive feedback and therefore their progress cannot be assessed.

## **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:

- Pupils on the SEND register will continue to receive personalised and targeted provision. Teachers will adapt work to meet the needs of these pupils and enable them to access remote learning equitably with other pupils. This may include differentiated tasks, additional videos or digital resources to support learning, or an individual task focussed on the child's Personal Learning Plan targets. We will continue to facilitate independent working as far as possible.
- Where pupils use physical resources or aids as part of their provision within school (e.g. posture cushions, pencil grips, coloured overlays), these can be loaned out for periods of remote learning.
- Class teachers will make regular contact with children on the SEND register and their parents to ensure that provision is accessible and well matched to their child's needs. Parents of children on the SEND register can contact the SENDCo or Parent Support Adviser by email or through the school office if they require additional support or advice.
- For children with an EHCP plan, the SENDCo will be in touch with parents at the beginning of a period of home learning in order to plan the best way to deliver provision remotely. This will be highly personalised and individual to each child. SEN TAs will work under the supervision of the class teacher and SENDCo to provide remote as required. This can include virtual 1:1 or small group sessions, remote support when working through a task or pre-recorded videos to further explain and support work set by the class teacher.
- Specialist teachers, therapists and the school counsellor will make contact with individual parents to ensure any booked sessions or therapies can be replaced with a virtual session. If this is not possible, those sessions will be 'caught up' when the child returns to school.
- Reception age children will need to engage in much more practical and play based activities which generally require greater interaction from others. The nature of Tapestry allows these tasks to be carried out at a time when the child has support available.

Reviewed October 2023	Sarah Sheepy
Next review October 2025	