

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 week 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 week of pupils being sent home?

The teacher will upload onto Google classrooms a series of stand-alone lessons which will match the expectations for your child's cohort. It will mainly consist of materials to support English and mathematics. Links will also be made to external sites.

Following the first week of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We will teach broadly the same curriculum remotely as we do in school wherever possible and appropriate. However, there will be some adaptations for some subjects, for example, art and PE. In school some PE lessons will use equipment or use a partner. Remote learning will mainly be cardio-vascular and our specialist PE teacher will provide recorded lessons which can be accessed through the class page.

Other specialist subjects, such as Modern Foreign Languages (French) and music will post lessons to coincide with the timetabled lessons in school. The content of these lessons will be the same in school as those posted for remote learning.

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	Up to three hours
Key Stage 2	Up to four hours

Accessing remote education

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

Provision will be through Google classrooms. Any link to external sites will be indicated on the class page.

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:

The school has issued a survey to ascertain whether families have difficulty in accessing remote learning. Contact will be made with families who may not have suitable access.

Solutions may involve the loaning of hardware or support in gaining suitable Wi-Fi.

If any parent has difficulty with access then we ask they contact the school. The Inclusion Team have responsibility to ensure families are able to access remote education.

For support please contact:

Helen Rutt, iDeputy Headteacher, 01225 863444, dht@christchurch.wilts.sch.uk

Abigail Smith, Child and Family Support Worker, 01225 863444, familysupportworker@christchurch.wilts.sch.uk

Nicola Waylen, 01225 863444, Special Needs Co-ordinator SENCo senco@christchurch.wilts.sch.uk

How will my child be taught remotely?

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

- ✦ Daily lessons in core subjects, which may have explanations recorded and accompanied with exercises and practice sheets
- ✦ Weekly lessons which follow the original timetable ie French, Music, PE
- ✦ Worksheets which do not need to be printed but where the answers can be recorded into an exercise book or on paper. These sheets can then be photographed and uploaded. Some may require a response using the doc. Page.
- ✦ Commercially available websites supporting the teaching of some subjects

- ✦ Regular reading of a class-story by staff
- ✦ The school will not be live streaming lessons.

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?

Remote learning is predominantly IT based. The school has concerns around the amount of time children will be exposed to and supports parents in planning their day to help their child have screen breaks. Some activities will encourage the children to work away from the laptop/tablet/computer.

The work has been set according to the recommended hours. The school expects children to engage with remote learning daily. The work has been planned in a sequence. School based work follows the remote learning lessons. For a child who also attends school, as a either a key worker or vulnerable category, will be expected to have completed the set work prior to attending their school day(s).

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

Teachers will check daily for pupil engagement. Worked will be assessed and feedback will be given regularly throughout the week.

Teachers will make contact with the family either through email or 'phone to 'check-in' on progress and engagement. Contact will made the parents not just to discuss concerns but also to celebrate success and discuss well-being.

Children who have been invited into school will be contacted by the class teacher or members of the Inclusion Team.

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 through teacher commentary. However clear success criteria will allow for self-marking. Answer sheets will also be provided if necessary.

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 some cases a school place may be offered. The SENCo will remain in close contact with the families.

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?

In the current situation the approaches above will not differ.