



# REMOTE LEARNING

Crookhill Community Primary School



### **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to pupils and parents / carers about what to expect from remote education when national or local restrictions require children to remain at home.

Remote education should only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning.

### **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. Microsoft Teams accounts will be reactivated/activated in order to use Teams to set and share learning. Paper resources may also be shared/delivered to pupils if appropriate. We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects.

### **Remote Learning at Crookhill**

Our remote education will offer:

- Access to high-quality online and offline resources that provide a sequence of lessons linked to our curriculum expectations.
- Live/online or pre-recorded lessons.
- High-quality remote education resources (including pre-prepared, printed resources, such as text books and work books as needed or for pupils who do not have suitable online access).
- Consistent online tools that are used across school which children and staff are familiar with and are trained in their use.
- Support for pupils with SEND and younger pupils who may not be able to access remote education without adult support.
- Support for the mental health and wellbeing of the whole school community.
- High levels of communication and contact with pupils and their families.
- A planned and well-sequenced curriculum so that knowledge and skills are built on incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- Clear explanations of new content.
- Laptops will be loaned to families if required to access Apps

### **Setting Work**

- Class teachers must provide work for the pupils in their own class at the time of the closure. In the event that a staff member is unable to set work for a class (for example due to illness) the Assistant Head of that key stage will set the work until the regular class teacher is able to do so.
- The amount of work that needs to be provided will vary according to the year group. There should be an aim to provide children with a similar amount of work at home as they would be given in school (in the core subjects of English and Maths).

- The main subject focus of the work set will be Mathematics and English based assignments. In school these subjects take up the most curriculum time and the majority of online learning platforms used in school are English / Maths based.
- Appropriate, assignments linked to other curriculum subjects will be set.
- PHSE / Wellbeing activities will be included.
- The amount of work set daily should be broadly in line with the amount of work that the pupils would have in school (for example, there should be a maths activity, English, activity, reading work and some assignments linked to other curriculum areas).
- If some pupils do not have access to WiFi or appropriate devices (laptops / tablets) a pack of paper based assignments will be available for collection by parents, or distributed by school staff. If appropriate, laptops will be loaned to families.

### **Providing Feedback on Work**

- Staff will keep a record of those pupils who have completed assignments
  - In most cases, completed assignments can be viewed online and feedback can be given via the learning platform. Where this is not the case, pupils can receive feedback via email (or parent email).
  - Feedback does not need to be given for every piece of work. In many cases, children will know how well they have achieved on an assignment as scores are given e.g. in Reading Plus or My Maths. Feedback can be given in a variety of form such as: reassign the work if necessary, send a positive reward message e.g. badge or star via Marvellous Me, send feedback via Purple Mash assignment (when handed in) or via email.
- Additional support for pupils with particular needs

### **Children who need 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:

Providing work that meets the individual needs of the child, via an additional Microsoft Teams post. Teachers will liaise with our SENCO to offer bespoke work and tasks linked to individual needs.

Our younger children also have access to Microsoft Teams but we appreciate that they are not able to access devices independently, cannot work independently and do not have the same attention span as older children. Staff will set up suitable activities, including pre-recorded videos by staff (or appropriate resources) to complete at home via Microsoft Teams. There will also be opportunities to engage with Teams meetings in smaller groups and access regular story times.

### **Keeping in touch with pupils who aren't in school (and their parents)**

- Teachers will make contact with their pupils via Microsoft Teams meetings. When pupils do not attend Teams meetings or do not engage in assignments, the teacher will contact parents via a telephone call. This will allow teachers to check on the well-being of their pupils and allow time to check on remote education.
- Staff will not contact pupils or parents outside of their usual working hours.