

Remote education provision at Chater Infant School: 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 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?

All children are provided with a year group pack of activities to complete at home if they are sent home. They will have their reading book and parents will be reminded about the wealth of resources and links on the school website.

From 25th January, the class teacher will be able send further work through the child's individual folder on Microsoft Teams and parents will have access to communications from the class teacher through posts added by the class teacher or where relevant the Special Educational Needs and Disabilities Co-ordinator.

This will be dependent on the class teacher being available to do this, otherwise this will be organised as soon as possible by other teaching staff.

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, we are aware that parents and carers will not have access to the same resources as are available in school. Staff take this into consideration when planning activities. Physical activities for P.E. are adapted significantly because of space and resource restrictions in family homes.

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:

Early Years – Nursery	30-60 minutes
Early Years - Reception	1-1.5 hours
Key Stage 1 - Year 1 and Year 2	3 hours

Accessing remote education

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

Online Remote Education can be accessed on the Year Group pages on the School Website - <https://www.chaterinfants.herts.sch.uk>

From 25th January 2021, Online Remote Education can be accessed through Microsoft Teams. Please log in at Microsoft.com to sign into your child's school account.

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:

Children can access any printed materials needed if they do not have online access. Please contact the school office either by email to admin@chaterinfants.herts.sch.uk or telephone on 01923 221060 to arrange for a pack to be made available for collection on an agreed day and time.

Children's work can be submitted to the teacher through the class email address. Please contact the school office if you do not have the class email address information.

How will my child be taught remotely?

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

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons) for well-being check-ins, story sharing and introduction to new concepts through Microsoft Teams platform
- recorded teaching including video/audio recordings made by teachers
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Access to Espresso, Purple Mash and signposting to a wealth of on-line resources on bbc.co.uk, BBC Bitesize, cbeebies.

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 fully understand that maintaining your child's engagement is a huge task for you.
- Expectations for children's engagement with remote education on Microsoft Teams including following teacher instructions. Children are expected to complete the activities set with their parents providing guidance and support.
- Expectations of parental support, for example, setting routines to support your child's education.
- Please ensure that your child is safe when on line. The children are too young to be left unattended whilst they are accessing online learning.
- However your child can be left for a short period of time to complete tasks either on paper or in a book or to practise their spellings, singing songs and rhymes independently.

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

- Teachers check children's engagement with remote education on a daily basis through monitoring the class email.
- From 25th January this will be done through checking the child's individual folder on Teams twice weekly.
- The Class Teachers, Special Education Needs Co-ordinator or Headteacher will contact parents by telephone when engagement is a concern.

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:

- Teachers will assess work and then feedback through email
- From 25th January, feedback will be through the individual pupil folders and sometimes to the whole class through the subheadings set within Microsoft Teams.
- Children will receive feedback each week on their learning through the individual pupil folders
- Children will also get feedback when either the class teacher or Learning Support Assistant contacts each family.

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:

The SENDCo is responsible for coordinating provision for pupils with SEND across the school as set out within the school's SEND Policy.

During a period of remote learning, the SENDCo will continue to:

- Make individual SEND Learning Packs for all of the children on the SEND register, consisting of work that will support their individual needs, e.g. fine motor skills sheets, word mats, activities that are not screen based.
- Actively support staff with the remote teaching and learning of the children with SEND by providing feedback on planning, researching into possible activities that could be used to support the children with SEND, supporting colleagues to develop effective ways of overcoming any barriers to a child's learning;
- Continue to liaise with any external professionals and liaise with parents;
- Maintain contact with SEND children at home and their families by email or phone and feedback to individual teachers by email, phone or remote contact via Microsoft Teams;
- Ensure completion of necessary SEND paperwork and/or applications and communicate and liaise with parents.

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?

It is envisaged that a child who is isolating during remote learning periods, will be able to join in remotely to access live learning were possible. This should help to ensure that individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including feedback. It is of course vital that the child is well enough to access this learning,