

Cuckney C of E Primary School

Provision of remote education –
information for Parents and Carers



Dream, Believe, Achieve

'Nothing will be impossible with God' Luke 1:37

Signed:

L.C. Crossland

L C Crossland
Head teacher

A square box containing a handwritten signature in black ink, which reads 'Margaret Lovell'.

Margaret Lovell
Chair of Governors

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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?

For the first week, all education will be delivered via Google classroom with instructions for parents and activities uploaded and shared via email or on the school website. If hard copy resources are required these will be available for collection at a designated time to support learning for those children who do not have access to digital technology. Resources may also be provided for our youngest children alongside Google classroom to support home learning.

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 adaptations in some subjects. Science, PE and DT have been adapted due to the availability of resources.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

- Teachers are setting meaningful and ambitious work each day in core subjects, including all subjects in the wider curriculum.
- They provide teaching that is equivalent in length to the core teaching pupils would receive in school.
- This will include both recorded or live direct teaching time via Google meet. There will be time given for pupils to complete tasks and assignments independently.
- We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:
 - Early Years Foundation Stage:
 - Key Stage 1: 3 hours a day on average across the cohort.
 - Key Stage 2: 4 hours a day

Accessing remote education

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

School is using online tools and digital platforms, for delivery of the curriculum and for assessment. These include:

FS1 and FS2: Google classroom and Tapestry for setting and receiving completed work and for 2-way communication with all parents. Daily work is set on Google classroom with recorded lesson inputs, story time and follow up activities uploaded Daily Google meet wellbeing meetings allow teachers to see children remotely for wellbeing, safeguarding. Phonics is taught via Google meet as is PSHE

KS1: Daily work is set on Google classroom daily with recorded lesson inputs, story time and follow up activities uploaded. Daily Google meet wellbeing meetings allow teachers to see children remotely for wellbeing, safeguarding. Tapestry will also be used for 2-way communication and recording of learning activities.

KS2: Daily work is set on Google classroom daily with recorded lesson inputs, story time and follow up activities uploaded.

Daily live teaching via Google meet in English and maths enables children to access the same curriculum that is being taught in school and to interact with their class teachers.

The wider curriculum is taught via Google classroom in UKS2

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:

- School will loan laptops or tablets to pupils who are not able to access the online learning. If you are having any difficulty accessing the online learning, please contact the school office on: 01623842223 or email; office@cuckney.notts.sch.uk and we will agree a designated time for you to come and collect a device
- School will loan devices that enable an internet connection (for example, routers or dongles). Please contact the school office on: 01623842223 or email; office@cuckney.notts.sch.uk and we will agree a designated time for you to come and collect a device
- If your child is unable to access online activities, please contact your child's class teacher via email and they will arrange for an activity pack to be collected from school or delivered home for shielding families

If your child does not have online access, work can be collected from and returned to the school office on a Monday. It will be quarantined, marked by the class teacher and verbal feedback given via a phone call during the week.

How will my child be taught remotely?

Some examples of remote teaching approaches:

- live teaching (online lessons which will be delivered via Google meet)
- recorded teaching posted on Google classroom. This may include Oak National Academy lessons. BBC Bitesize and video/audio recordings made by teachers of live teaching or recorded input /

- story time
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books for children who cannot access online MyOn reading materials
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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 every child to engage with their learning activities on a daily basis
- Parents are given guidance on how to upload their child's work onto Google classroom, information has been sent via email or can be found on the school website
- Children's work should be posted before the end of each school day.
- All parents are provided with a weekly and daily timetable.
- Daily routines are established in each class eg 0900 PE followed by teaching of core curriculum. Support to parents is offered via help sheets and email option to the class teacher.
- Learning activities are posted at the time of the lesson in order to support parents with structuring their day. Google classroom information throughout the day reminds parents of the next lesson on the daily timetable.

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

Children's engagement is checked continually throughout every day

- Where engagement is a concern, parents are contacted and further support offered.
- We have implemented a tiered system in order to ensure that all children are able to access the online learning.
- Contact with parents is made a minimum of once a week

Tier 1	Pupils/families who are in regular contact with no safeguarding concerns
Tier 2	Pupils/families who we haven't heard from via Google classroom by 12pm on Thursday each week will be contacted on Thursday afternoon or Friday
Tier 3	Pupils/families about whom our concerns are escalating, or with underlying health Conditions
Tier 4	Pupils/families at moderate risk of harm/protective factors such as EHCP
Tier 5	Pupils/families who are most risk of harm or neglect

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:

- Feedback is given on a daily basis.
- Portfolio work that doesn't meet appropriate and manageable expectations for presentation will be returned to the child for improvements (eg handwriting, use of rulers)
- Whole class generic feedback is given to support both online learning and to enable children to make progress in their work.
- Individual feedback is affirmative in order to increase engagement and will be developmental to support progress.
- Verbal feedback is given daily via Google classroom and all children are given daily personalised feedback comments on at least one completed piece of work. Whole class developmental feedback is given on a daily basis when appropriate eg: next steps following an extended piece of writing.
- Whilst not all portfolio work can be commented on in detail, affirmation that activities have been seen by the class teacher are added to all posts.

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:

- Small group work is being delivered via Google meet sessions and recorded input is shared via google classrooms. This allows parents to review the teaching if they are unable to access the live lessons.
- Work posted on Google classroom is differentiated so that it is accessible and inclusive
- Direct email enables parents to communicate with class teachers and/or inclusion lead SENCo – Mrs Armstrong
- Parents are provided with supportive information and guidance on how to use evolving teaching and learning platforms (Google classrooms)
- Feedback from parents and children informs our provision

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?

Individual pupils who are self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in the same way as all children who are being educated remotely. This includes providing feedback.