Claycots School
Remote Education Provision
January 2021

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 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.

   1) **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- The school will provide online packs for initial first few days.

- These resources will be available online through class shared folders.

- Links to the class' shared folders will be emailed to the parents and carers via Teacher 2 Parents.

- These online packs will include resources such as website links, worksheets and teacher Powerpoints.

- Hard copies of the online packs will be available at the school office for those parents and carers who are unable to access the resources online.

2) 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:
    - There will be a focus in the first few days on Maths, English, Phonics and Well-being. This will be linked to the National Curriculum and current topics.

    - Practical aspect of lessons will not be covered but links to PE lessons will be available via our Twitter feeds and Youtube channel.

    - Online links will be available on our website for parents and children to access e.g. Oak Academy.

    - Revision lessons will be available as parents and children can access pre-recorded lessons from our Teams Year Group folders.

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:

- The school aims for all children to complete at least four hours of remote learning daily.

- During Lockdown, there are approximately 3 hours and 40 minutes of live lessons with at least 20 minutes independent activities directed by the teacher.

- The register is taken by the teacher twice a day for all those children who access remote lessons and live-learning.

- Teachers will also be sign posting children to quality pre-recorded/external resources that are independent to the school, but support children's progress.

Accessing remote education

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

- The school uses Microsoft Teams to facilitate Live Learning and our Virtual Classroom.

- The school has its own Youtube Channel which allows the children to access online PE lessons and activities planned by our staff.

- The school uses Twitter for online challenges for all ages, but especially pupils in the Early Years Foundation Stage.

- The school distributes emails to parents allowing the children to access resources created by the teacher.

- The schools uses Times Tables Rockstars and Mathletics to deliver aspects of the Maths curriculum.

- The school has included DfE approved websites and links on the Claycots website: www.claycots.co.uk

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 will liaise regularly with parents to establish whether children are able to access online learning from home.

- The school will distribute laptops or devices to those families who require access to a device based on the following priorities:

  1. Supporting EHCP children

  2. Supporting LAC children

  3. Supporting vulnerable children who are supported by a social worker or known to social services

  4. Other vulnerable children

  5. Free School Meal Children

  6. All other children, dependant on circumstance

- Dongles with a 3-month contract will be supplied if required.

- All devices are loaned to families and expected to be returned to the school. Families who receive a laptop are expected to ensure their child logs in to virtual lessons daily.

- Printed packs of resources or study and revision guides are available on request from the school. This option is not preferred by the school but available.

- Children should submit their work by taking a photo or scanning, and email the work back to the school via the Year Group inbox.

- During Live lessons, the teacher will assess the work completed by the children during the lesson and give feedback.

- Please email the school if you require access to a device or a dongle or prefer to receive printed resources. Email enquiries@claycots.com
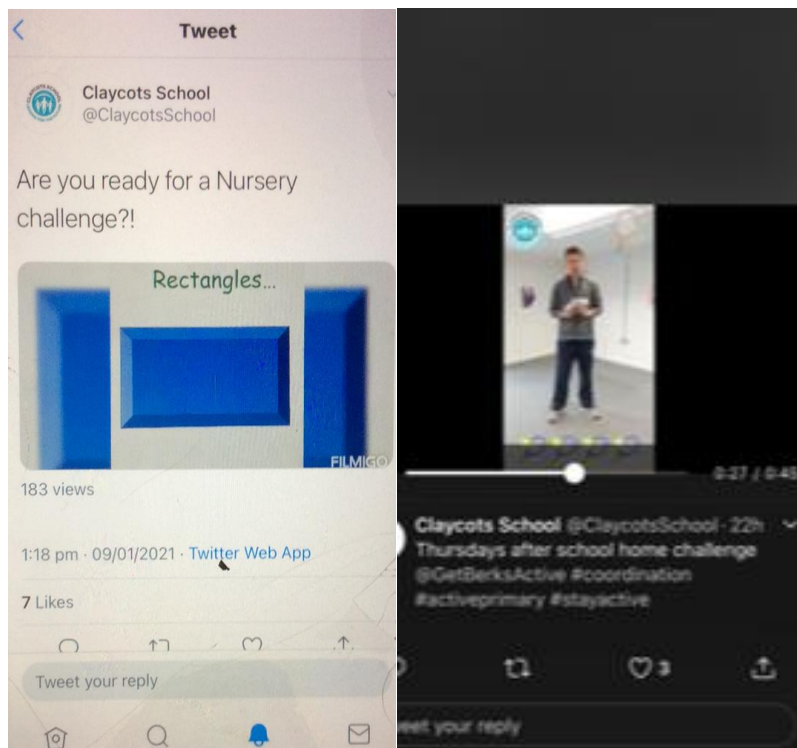
How will my child be taught remotely?

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

Our remote teaching approaches:

- Live teaching (online lessons) – minimum of 4 lessons daily – Our Virtual Classrooms using Microsoft teams.

- Independent tasks set by the teacher.

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).

- Printed paper packs produced by teachers (e.g. workbooks, worksheets).

- Study packs or revision guides.

- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- Twitter challenges.
- P.E Youtube Channel for Friday afternoon challenges

(These approaches will be reviewed on a regular basis.)

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?

If the children are based at home with the parents, the school expects the following

- All children to attend the daily live-lessons.

- Parents to supervise the child and communicate any issues to the school via email or telephone.

- Parents to ensure there is an appropriate space for the remote learning to take place without interruptions or inappropriate conduct taking place in the background or the space.

- Parents to ensure that the child has the appropriate resources ready for the Live Lessons and are ready to learn including the following:

  1. Appropriately dressed for online lessons

  2. Space to work

  3. Quiet area to work

  4. Pencil and paper

  5. Appropriate background screen or background

- All children should be aware of the worry box and know how to alert the school to any safeguarding issues.

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

- Daily registers are taken by the class teacher twice a day. Any pupils who are absent will be followed up to establish a reason by a member of school staff.

- The teachers will conduct follow-up calls on a daily basis.

- The teachers will alert the Safeguarding Team about to any children who have not accessed Remote Learning on any three consecutive days.

- Where required, follow-up home visits will take place.

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:

In this section, please set out briefly:

- Live feedback during virtual lessons. This may be verbal or through the use of the chat facility.

- Questioning of children within lessons to assess understanding.

- Use of break out rooms with Teams and the deployment of adults.

- Pupils are encouraged to send their work into school – teachers will make clear what their expectation is for the amount and quality of expected completed work at the beginning of the lesson. E.g. *Today we are learning to … During this lesson I expect you to complete …*

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:

- Use of break out rooms to support pupils with additional needs.

- Reasonable adaptations made for children with EHCP or specific SEND need, for example dyslexia, through providing additional resource and support where needed

- Early Years and Year 1 pupils are taught through live online lessons, with an emphasis on early reading.

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?

- Should a pupil be self-isolating they will be invited to attend the in-school classroom via Microsoft Teams.

- The teacher will create a link that will be shared via Teachers2Parents by the office staff to the parent who will be expected to set the pupil up to join the lesson for the days they are isolating.

- The teacher will be able to upload any supporting documents to the school website for the pupil to access and will engage with the pupil as if they were in the classroom, sharing their screen and using video and voice to interact.