



Remote Learning

at Claypole C.E. 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 if local restrictions require entire cohorts (or bubbles) to remain at home.

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 work and communication(s) between teacher and pupil will be sent via the children's [Google Classroom](#) platforms; EYFS will be via Tapestry;
- The children have individual log in accounts;
- Any IT issues: tech@claypoleprimary.org;
- 'Morning check-in' with an explanation of the day's work & expectations;
- 1 pre-recorded session that explains/teaches (*this may be the class teacher or a video/resource from a third party i.e. Oak Academy*);
- Teachers will remain contactable through Google Classroom;
- A story will be uploaded for the children to listen to;
- 'Final check-in;'
- Equivalent of 4 hours of work will be provided (maths, English, reading and other – related to the class learning theme/needs);
- Work is expected to be submitted;
- Daily Collective Worship will also be on the school website (menu... Come and See RE... Collective Worship...);
- A 'Claypole Learning Padlet' is always available for children to access (which includes further remote activities, mindfulness & a range of curriculum links: <https://padlet.com/esilby/519lw4ta5ubq>)

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 follow 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, any planned science experiments may need adapting or postponing until a return to school... taking into account the likelihood of specific resources being accessible or available whilst at home isolating).

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:

- Equivalent of 4 hours of work will be provided (maths, English, reading and other – related to the class learning theme/needs);
- All work and communication(s) between teacher and pupil will be sent via the children's Google Classroom platforms;
- The children have individual log in accounts;
- Any IT issues: tech@claypoleprimary.org;
- 'Morning check-in' with an explanation of the day's work & expectations;
- 1 pre-recorded session that explains/teaches (*this may be the class teacher or a video/resource from a third party i.e. Oak Academy*);
- Teachers will remain contactable through Google Classroom;
- A story will be uploaded for the children to listen to;
- 'Final check-in;'
- Work is expected to be submitted.

Accessing remote education

How will my child access any online remote education?

- All work (inc. links and resources) and communication(s) between teacher and pupil will be sent via the children's Google Classroom platforms; EYFS via Tapestry;
- The children have individual log in accounts for Google Classroom;
- Any IT issues: tech@claypoleprimary.org;
- Teachers will remain contactable through Google Classroom;
- Daily Collective Worship will also be on the school website (menu... Come and See RE... Collective Worship...).

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:

- Laptops or tablets can be loaned to pupils; contact
- Preloaded data routers can be provided for families without internet access too;
- Contact: adminoffice@claypoleprimary.org or 01636 626 268 to enquiry about these services;
- If families are still struggling with IT, learning can be printed out and collected from school or delivered to families (if anyone is isolating).

How will my child be taught remotely?

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

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers);
- Worksheets produced by teachers or [adapted] worksheets through our curriculum schemes (i.e. White Rose Maths) uploaded onto Google Classroom;
- Textbooks and reading books pupils have at home;
- 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?

- The school is able to monitor the frequency of Google Classroom log-ins;
- Engagement is checked daily;
- Pupils are expected to complete the learning provided and upload their work daily onto Google Classroom for their teacher to monitor/evaluate, feedback and help inform subsequent learning;
- Pupils are expected to engage with communication through Google Classroom with their teacher;
- We would be grateful if parents could help by setting routines to support child/ren's learning & reach out if there are any IT issues or educational queries too.

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

- The school is able to monitor the frequency of Google Classroom log-ins;
- Engagement is checked daily;
- A final 'check-in' is expected;
- A telephone call home (via the school office) will be made if there is a concern about engagement & to help with any problems.

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:

- Once work is submitted back onto Google Classroom, the teacher will evaluate it and feedback individually to the child;
- By the end of the week, all children will have received a form of feedback about their learning to-date.

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:

- To deliver remote education for pupils with SEND, an individual, bespoke, appropriate materials will be set out. Our digital platform allows for individual submissions;
- Packages of individual work can be printed out for pupils;
- Our EYFS children will have their learning set through Tapestry. This is used in school and is accessed by all of our families outside of school too.

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 could differ from the approach for whole groups - 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 this instance, the learning intention in school for core subjects, like maths and literacy, and home will be the same. On the occasions where this isn't possible or requires particular adult intervention, the children will be set activities that match their individual needs following our detailed assessment/gap analysis; therefore there will be a focus on ensuring gaps don't widen (i.e continuing to reinforce calculation strategies). It is accepted that lessons such as PE will be differ at home and school; and alternative activities that encourage physical fitness and increasing the heart rate will be provided.