

Sutton on Sea CP School remote education provision: information for parents and carers

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?

- Children will be able to access remote learning that is set by their child's class teacher. Tapestry will be the primary way for teachers to communicate with parents, carers and children. For those parents and carers who cannot access remote learning they will be able to access the CGP 'hard' copy materials that have been sent home.

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 no longer teach our normal PE curriculum but provide alternative ideas for keeping fit and exercising during the current lockdown.

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:

EYFS	Broadly up to 3 hours
Key Stage 1	Broadly up to 3 hours

Key Stage 2	Broadly up to 4 hours
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Accessing remote education

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

The school has adopted Tapestry as the primary way of communicating with parents, carers and children as to daily and weekly teaching and learning opportunities.

Daily teaching and learning opportunities are provided. These are a combination of lessons that are recorded daily and signposting to websites for specific activities on given days.

Recorded lessons were seen as the most effective way of delivering remote learning as it allows families with limited access to the internet to plan when their child(ren) can have access to the internet. It also means that lessons can be replayed and paused. We also signpost parents, carers and children to websites that we use in school as a way of delivering elements of our curriculum such as we deliver our music using Charanga – a web based resource.

A high level of communication is maintained through the use of tapestry as parents and carers can correspond with their child's teacher or other member of staff who may be providing remote learning.

The school also makes weekly calls to families to make sure that parents, carers and children are able to access the school's remote learning provision and members of staff are available to answer any questions or queries regarding it.

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:

In the first two weeks of lockdown the school has directed parents, carers and children to the CGP books that were issued in Term 2, 2020

- The school will identify children and families who do not have access to the internet. Where possible they will be supplied with a laptop to support remote learning.
- If families are using mobile phones to access remote learning and they have insufficient data to do this for a sustained period of time, the school may be able to make SIM cards with 30G of data available to them.
- All loaned devices will allow parents, carers and children to access their remote

learning.

- Where devices are loaned but are not used for remote learning, they will be recalled by the school.
- Any remote learning that the school sets will not require the need to print off materials.
- Pupils can submit work to their teachers on a fortnightly basis via the school office if they do not have online access.

How will my child be taught remotely?

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

- Recorded teaching by members of staff – updated daily
- CGP textbooks for all pupils to have at home to complete as directed
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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 all children to engage with remote learning and that their parents and / or carers will help them with it as necessary.
- Parents and carers should communicate with their child's class teacher if they require any support or guidance. Teachers are available to respond and reply to any messages left on Tapestry on a daily basis.
- Parents and carers should endeavour to complete learning that is recorded on a daily basis.

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

- Parent, carer and child engagement with remote learning is checked once a week and recorded. Staff also make other observations daily where there is a pattern of non engagement.
- Engagement with home learning is checked by seeing the frequency with which remote learning outcomes are uploaded to Tapestry and individual account activity.

- Parents and carers are called once a week by their child's class teacher to discuss any questions, queries, to celebrate engagement with remote learning and to determine any reasons for non engagement.
- If there is persistent non engagement parents and carers will be contacted by a member of the school's Leadership Team to ascertain why this has occurred. If after this, there is still no improvement, further action will be taken.

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:

- Children will usually be provided with daily feedback on their learning via Tapestry unless there are exceptional circumstances.
- Members of staff will always provide timely feedback to learning.
- Members of staff will respond to parent and carer queries in a timely manner.

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:

- Through weekly liaison with parents, carers and children to determine how well they are accessing home learning and determining if they require additional support
- All children with EHCPs have allocated school spaces.
- Children who require a high level of additional support, that a parent or carer cannot provide could be offered a school place.
- Children who require a high level of additional support, that a parent or carer cannot provide will have their remote learning adapted to ensure that their needs are met.

The above applies to children of all ages in school.

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?

Your child will be able to access a broadly similar curriculum while self isolating. The remote education provided will be a blend of online learning resources and 'hard' copy materials sent from the school.