

## **Coaley C of E Primary Academy**

This is to share relevant information with pupils and parents or carers about how we will provide remote education. This information is (which is set out in more detail in our Remote learning policy) to support a greater understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

## **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 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?**

Remote learning is to start from the first day of absence. However, this might not always be possible to start on the morning of the first day given that teachers might have to change at a short notice. Oak Academy will be signposted on the first day of any child's absence. Admin staff will liaise with parents in the first instance and signpost to Oak Academy if the class teacher cannot communicate with the families on the first day of absence.

### **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, for children in the Robins, some activities for our younger children such as learning through play will need to be adapted differently at home. In addition, other activities such as cooking might be postponed until we return to school.

### **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:

Key Stage 1	Up to 3 hours per day
Key Stage 2	Up to 4 hours per day

## Accessing remote education

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

At Coaley, we use Google Classrooms as our main provider of online learning.

We also use Class Dojo to communicate with parents and children, as well as Zoom to hold weekly Celebration Worship and other bespoke sessions.

### 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 supports a blended approach to learning at home. Parents are supported to use the online resources where necessary, recording their answers online or in workbooks, provided by school to reduce an overreliance on hardware where this is an issue. The school predominantly makes use of Google Classrooms and pre-recorded video or audio lessons but may also use workbooks, printed sheets, email, Oak Academy and Zoom sessions.
- Parents can request printed copies of all our resources from the school. Workbooks can be submitted to school weekly for feedback. This can also be offered by phone or Zoom
- Parents who struggle with access to hardware are offered support through the DfE computer-lending scheme. Those who struggle with internet access are also offered practical support. Please contact the school for further details.

### How will my child be taught remotely?

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

At Coaley, we use a blended approach to remote learning:

- Teachers plan work from their normal curriculum and medium term plans. Teachers upload this to Google Classrooms each week in advance. Children learn from the same curriculum as they would had they been in school.
- We use a combination of pre-recorded videos, worksheets, texts, and answer sheets for pupils to work through each day. We provide a catch-up clinic via Zoom three times a week where children can log on for 1:1 support with English, maths and for a social gathering. We provide paper copies of all work online to parents who request. We recommend parents use a blended approach if they struggle with online access to Google Classrooms where they use paper copies but access the videos via a Smart phone or other device.
- Videos of our teachers help explain key concepts and new ideas in maths, phonics and other subjects where necessary. Some other commercial websites are used as part of the medium term plans, such as BBC, Oak Academy and YouTube PE sessions.
- For children in EYFS, children will be supported through short bursts of learning, fun active games using a mixture of online and homebased lessons. Videos and online support, as well as some paper-based learning, are offered.

## **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?**

- For children to upload work to Google Classrooms across the day. To get feedback, this needs to be uploaded by 3.00pm on the same day
- To ensure that their work is completed to the best of their ability during the time set.
- To seek help and alert teachers if they are not able to complete the work through Google Classrooms and/or Dojo messages
- To reporting any technical issues to teachers as soon as possible.
- To ensure they use any equipment and technology for remote learning as intended.

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

- Teachers contact pupils not in school each day via Google Classrooms. Each week, there will be a whole school Celebration Worship via Zoom. Children can contact teachers each day via Google Classrooms and can expect a response during school hours: 9.00am to 3.00pm. Those working with limited online support or who are not engaging with remote learning will get at least a weekly phone call and will be regularly contacted via Dojo during school hours.
- Teachers will respond to emails and Dojos from parents and pupils each day and within 24hours but not outside of school hours: 9.00am to 3.00pm.
- Teachers will ensure that any complaints or concerns shared by parents and pupils are directly referred to the Executive Headteacher in line with the Safeguarding/Complaint process
- Teachers will address any behavioural issues, such as failing to complete work, during this time by initially making contact with the parent and Executive Headteacher

## **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:

- The school expects pupils and staff to maintain a good work ethic during the period of remote learning. The school uses a variety of tools such as quizzes, comments, individual feedback to provide feedback to pupils.
- When pupils have completed their work, it is to be uploaded to Google Classrooms for a comment or recorded in their workbook. Workbooks can be sent into school or uploaded to Google Classrooms via a Smart phone. All work uploaded for comment will be given on the same day as long as it is before 3.00pm
- Weekly contact will be made to all families. For those relying on paper copies, phone calls will be made. Children who struggle to have good access to online resources, will be encouraged to use a blended approach, using the online resources to watch and use, followed by paper copies of work. This can then be uploaded to Google Classrooms for feedback via a Smart Phone. Paper copies will always be available to pupils working remotely who do not have access to Google Classrooms.
- Teachers will use their normal formative assessment strategies to gauge how well pupils are progressing through the curriculum and adjust accordingly the pace or complexity of task for the pupils to ensure understanding.
- Necessary formative feedback on work will be provided before the start of the next lesson

## **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:

- Children in EYFS and Year 1 will be supported through short bursts of online learning, fun interactive games, using a mixture of online and home-based lessons. Videos and online support, as well as some paper-based learning and games are offered. Parents will also be offered some bespoke support where necessary via Zoom and phone calls.
- Pupils with SEND are provided with bespoke support and additional videos and Zoom/phone calls. Teachers will do their best endeavours to match the needs identified and upload work that better matches the needs of pupils with SEND.
- Pupils with an EHCP will be supported by their TA and the SENCo to support pupils who are learning remotely

## **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?**

- Remote learning is to start from the first day of absence. However, this might not always be possible to start in the morning of the first day given that teachers might have to change at a short notice. Therefore, learning will be online by 3.00pm the previous day, at the end of the first day's absence or as soon as is practical to do so.
- Oak Academy will be signposted on the first day of any child's absence. Admin staff will liaise with parents in the first instance and signpost to Oak Academy if the class teacher cannot communicate with the families on the first day of absence.
- Lesson match the same ambitious and sequenced curriculum that the school has adopted, matching the same learning that happens in the classroom.
- Feedback will be provided between 3.30pm and 4.00pm only