



Castle View Primary School Remote Education Provision statement

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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?

- All children received a work and stationary pack in the autumn term. This pack contained work books and exercise books for children to complete the weekly remote education
- 5 days of Remote Education tasks are provided for each year group every Monday morning and are published on our website for individuals who are self-isolating
- Children have also received their passwords for websites used frequently in school such as Times Tables Rockstars, Bug Club and Purple Mash.

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, experiments in science, practical lessons such as art, design technology and team games in PE are not possible to do at home as children do not have access to the resources. Teachers may choose to ask children to watch videos in some cases, swap topics or alter lessons accordingly.

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 | Minimum of 3 hours per day |
| Key Stage 2 | Minimum of 4 hours per day |

Accessing remote education

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

- School is using the Seesaw platform as a way of communicating with families. Children can access daily tasks, share their work and receive feedback from the teacher on their learning
- Our weekly online remote education provision is also published on our website

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 has a limited number of devices that it can lend to children to engage in their remote learning. We have surveyed the school population and developed a priority list for those families. Families that cannot access remote education should contact the headteacher (head@castleview.school) to request a laptop
- Families that do not have access to the internet should contact the headteacher (head@castleview.school) to ask for assistance
- Teachers have dropped off printed worksheets that children will need for the first 6 weeks. If lockdown continues after this point, teachers will again drop off worksheet pack to support the learning over the next half term
- Teachers and teaching assistants will ring children regularly to discuss their work, asking questions, listening to children read and giving feedback on their learning

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)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- 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 in their remote learning tasks and complete the minimum number of hours work each day
- Parents should ensure that children have a suitable place to work and ensure that they have a routine which provides the children with opportunities for breaks and physical exercise
- Parents should provide support and encouragement for their children and engage with the school when school contacts them by phone, email or through the Seesaw app

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

- Teachers and teaching assistants will be checking the Seesaw app daily to check that children are engaging with remote education
- Where engagement is a concern, teachers will contact parents and carers by phone. Teachers may be ringing from home, so parents need to accept 'number withheld' calls

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:

- Teachers will look at work submitted online and provide either written, voice recorded or phone feedback
- Teachers will provide some form of feedback at least twice a week, but in some cases daily

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:

- Work will be differentiated by teachers to ensure that it is at the right level for all children including those with SEND
- The SENCO in school will work with those children with SEND who need additional support eg making phone calls to ensure that children can access their learning. Some intervention work may also be done with TAs via the phone
- Additional resources will be provided for EAL pupils. Other types of support eg visual timetables, sleep routines, signposting to SEND related videos/online events via Facebook.etc will be provided by the pastoral team for SEND or vulnerable children
- Younger children will need more support as they are learning to read. They will be directed to daily recorded phonics lessons. Teachers and teaching assistants will also be hearing these children read online books over the phone and ensuring that they are reading a well-sequenced series of books to ensure that they are making good progress

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 education will always be posted on the school website each week and there will be telephone contact between school and the child, however the feedback from teachers will not be as frequent, as they will also be teaching children in school and will not have as much time to devote to individual feedback for children who are self-isolating.

The detail in the remote education will also be reduced as the teacher will be splitting their time between preparing for the lessons to be delivered in school as well as planning for remote education.

Any new learning that the teacher is introducing with the children in class using videos from Oak Academy or White Rose Hub etc will be included as links in the remote education. However, if the teacher is introducing the new concept themselves, it will not be included in the remote education tasks and consolidation of previous learning will be included instead.