

Cranham Primary School's Remote Learning Offer

The information in the document below sets out Cranham School's remote learning offer for 2021, effective from January 2021 onwards, should children need to be educated at home due to the impact of Covid-19.

The template was provided to schools by the DfE and has been designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education.

The information will also be published on the school website on or before 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

Schools have received guidance and support on how to meet the expectations for remote education via the remote education good practice guide and school-led webinars.

The document sets out our offer as it stands currently. You will notice that there are some changes from our previous remote learning schedule in March. These changes are as a result of parent, pupil and teacher feedback.

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 at Cranham School, should local restrictions require entire cohorts, bubbles or the whole school to remain at home from January 2021.

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 two days of being educated remotely might look different from our standard approach, while staff and leaders 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 two days of pupils being asked to stay at home?

For the first day following school closure (for a bubble, cohort or the whole school), teachers will set 'stand alone' sessions on Class Dojo, which may include the practice and consolidation of key skills already taught.

We may also ask that parents involve their children in some or all of the following useful learning tasks:

- Independent writing for a purpose (shopping lists, plan of activities for the day, letter to a relative).
- Practise of multiplication tables.
- Reading and telling stories.
- Developing the skill of telling the time.

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?

Please see Appendix 1 for details of subject coverage.

We endeavour to teach the same, or close to the same, curriculum remotely as we do in school wherever possible and appropriate. Teachers have already completed termly planning ahead of time and will make adaptations if learning is home based to make things as straightforward as possible for children and parents to access.

However, there may be some adaptations required in some subjects. For example, if an art activity requires specific resources that may not be readily available at home then an alternative art session will be planned that is easier for all children to access.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The Secretary of State for Education has set down minimum expectations to which schools must adhere for remote provision in both primary and secondary schools. We therefore expect at primary level that remote education (including remote lessons and independent work) will take pupils broadly 3 hours per day. This can be completed across a number of sessions, with regular breaks.

We understand from our previous online learning experience in March 2020 that children's routines at home may have a different natural flow to the day and schedules may also need to take into account the needs of parents who are working from home. Therefore, we will endeavour to set work that is of a manageable quantity for parents to support and that does not set specific times of day for this work to be completed.

Accessing remote education

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

As a school we are continuing to use Class Dojo and Zoom as our main platforms for Remote Learning. At the start of each day, the details for any Zoom teaching input will be added to Class Dojo which, as you know, can only be accessed by Cranham families. You can find our Data Protection Impact assessment for Zoom on the school website.

The teachers are all happy to assist with login problems or access issues. Technical support is available within regular working hours – from 8:15am to 4:15pm.

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:

Currently, all parents in our community are able to access and use the Class Dojo platform. We have identified that there are some children who would benefit from additional resources (such as laptops and dongles) and have begun to source these in readiness for a further lockdown. Many of our online resources, also have links to paper based tasks which the team in school (educating the children of Key workers) can print out and deliver if required.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely:

We will make use of the following remote teaching approaches:

- live teaching input via Zoom (at least 4 x per week – timetables to be sent out by teachers each week.
- recorded video lessons from the Government's Oak National Academy lessons
- video/audio recordings may also be made by teachers or links provided to suitable sessions – eg authors reading their work or video clips from BBC Bitesize.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) which parents may be asked to collect in a Covid-19 safe way or asked to print off or read through at home
- textbooks and reading books pupils have at home or that are supplied by the school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips, sequences or 'draw-alongs' for example
- long-term project work and/or internet research activities will not typically be set (as the DfE advice to schools is that they are expected to avoid an over-reliance on long term project work or internet research). Where an element of research is required teachers will try to supply the relevant reading material
- In Reception and Year 1 work provided will often be of a practical nature or of observed play, playing alongside another or interaction with resources or participation in speaking and listening activities. We will provide guidance for parents but by the nature of the age of children in these year groups there will be a greater involvement from the adults in the home.

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?

As a school we ask that you:

- support your children's engagement with remote education by enabling them to access the regular Zoom teaching inputs and that they have access to the follow-up work.
- support your child with the routines of remote learning to build good habits – important especially should we find ourselves in an extended period of national lockdown or having to undertake multiple periods of self-isolation.
- assist your child by explaining or reading through the work set, checking in on them mid-way through and helping overcome difficulties with any tasks as well as providing praise and encouragement for effort, quality and completion of work
- we will try to reduce the number of hours each child needs to sit in front of a screen each day (for their well being but also to reduce pressure on others in the family who may need to work on the same device). This inevitably means that parents will have to take a greater role in supporting their children's learning via discussion and monitoring the outcomes of work as well as supporting the child if they become 'stuck'.

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

- Teachers will keep a record of attendance at Zoom meetings, to check that all children are regularly accessing this content.
- Teachers will monitor and mark or comment on work submitted to check that all children are engaging with remote education over time
- Where we have not heard from a child or their parents for a number of days Mrs Slater or the Class teachers will make contact with the parents to check that all is well.
- Children (and parents) can contact teachers each day via Class Dojo or the class emails for help and support. Teachers will respond during the normal working day – 8:15 – 4:15. Responses outside of these times are at the discretion and availability of the teacher.

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 via Class Dojo and via quizzes marked automatically are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Completed work should be uploaded by children/parents onto Class Dojo, or may be emailed directly to the class email – either as a document or as a photograph.

Staff endeavour to give personalised feedback by the end of the next working day for any work submitted in this way. Should parents or children submit work and not receive feedback they should contact the class teachers directly to check that work has been received in case there is a 'technical glitch' which we will then try to sort out.

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 or to make progress in their learning?

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 or may need a more bespoke offer. 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:

How we will make adaptations:

- As is the case in the classroom, teachers will make adjustments to the work provided, where necessary, to ensure that children with SEND needs can access the learning.
- We will provide, where needed, practical resources to support learning in the event that parents do not have such resources at home. These will be prepared by teachers and can be picked up from the school.
- We anticipate that we may be able to offer any children in our setting with SEND needs access to our Keyworker/Vulnerable children provision, if we are allowed to offer it at the time of any lockdown. Places will be risk assessed at the time and you will be contacted directly by a member of school staff with regard to this.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education 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?

We do not expect that children who are poorly are asked to work – the focus must be on getting better and resting. The information below therefore relates to children who are self isolating as a precaution but are otherwise well in themselves and would ordinarily be fit for school.

On day 1, we ask that parents involve their children in some or all of the following useful learning tasks:

- Independent writing for a purpose (shopping lists, plan of activities for the day, letter to a relative).
- Practise of multiplication tables.
- Reading and telling stories.
- Developing the skill of telling the time.

The provision of work on day 1 will depend on the time of day that school is notified of absence.

The class based curriculum will be provided from day two of any isolation, so far as is practically possible, for individual children self isolating at home. Children may be set the work from the previous school day/s to complete – so they may work a ‘day behind’ their peer group – this is to allow teachers to evaluate the lessons from the day that they have taught in school and to provide information to parents about any ‘tricky bits’ or possible misconceptions –for example a teacher might set maths work related to telling the time, but may note to parents: ‘in school the class completed maths related to telling the time - some children found it hard to count around the clock in 5 minute intervals so please start with practising this skill’.

Teachers will contact parents directly and provide a work schedule for the following day for any children self isolating by the end of the current working day. Teachers will provide feedback to children if work is uploaded onto Class Dojo.

In the event of self isolation of individual children we will upload the work onto the child’s individual profile on Class Dojo, or email it directly to the parent. Children may also be invited to ‘Zoom’ into the classroom for specific sessions such as phonics.

And finally:

Please be aware that all staff will always be doing their best – but often face similar problems to many of you at home – internet reliability, technical issues that crop up, demands of own children also learning from home, own health and well being needs.

If the class teacher is unable to help we will always always try and find another member of staff who can.

Appendix 1

Remote Learning Offer in the event of a Local or National lockdown

In the event of a Local/ National lockdown, the school intends to provide learning via a range of platforms, depending on the subject.

English and Maths

The approach here will be similar to the approach taken in the initial lockdown as there was considerable positive feedback about this from parents. Daily tasks for both subjects proved successful in maintaining routine, and working through the curriculum content. However, there will be an increase in the amount of teaching taking place via Zoom to support the tasks being set. Each year group will receive a minimum of four 10-20 minute Zoom sessions each week. These sessions will provide teaching of the skills being covered in either English or Maths that week. Class Dojo will be the platform for setting and giving feedback



Phonics and Reading

We would hope to be able to send children home with a pack of appropriate books in the event of a lockdown, but this will be dependent on the amount of notice we receive. There will be phonics based activities set for the KS1 children through the Education City resource. We will use Education City and Rapid Reading resources for Years 2- 6.

Science



The children will be set a pack of remote learning resources each fortnight to complete for science. This will be created and accessed through Education city.

History, Geography, Computing and RE

These subjects will be taught through the use of National Oak online academy. Teachers have identified links to their planned topic curriculum from this resource.



Art, DT and music

We will be repeating our very successful theme weeks, in order to address children's development in the Creative Subjects. There will be a theme week each term, starting with music.