

# Coombe Hill Infant School Remote Education Provision: Information for Parents

**25th January 2021** - to be reviewed regularly

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education if 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 and our [Remote Learning Policy](#)

## **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 on the first day or two of pupils being sent home?**

*Please follow guidance from your teachers on Tapestry (Reception & Year 1) and Google Classroom (Year 2). The CHI website has lots of supplementary ideas for learning at home. Please contact the school if you need any support.*

### **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 planned and well-sequenced curriculum remotely, as we do in school. Our aim is that knowledge and skills are built incrementally. There may be minor variations due to resourcing and timetabling.*

## **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 live sessions and tasks assigned) will take pupils broadly the following number of hours each day:

<i>Reception - aged 4 to 5</i>	<i>Less than 3 hours - this includes all practical learning and tasks</i>
<i>KS1</i>	<i>3 hours</i>
<i>We would recommend movement breaks between tasks and lots of opportunities to talk about the learning.</i>	

## Accessing remote education

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

<i>Reception &amp; Year 1</i>	<i>Tapestry- please contact us if you do not have your log in</i>
<i>Year 2</i>	<i>Google Classroom - please contact us if you do not have your log in</i>
<i>CHI Website</i>	<i>You can find supplementary activities here</i>

**If my child does not have digital or online access at home, how will you support them to access remote education?**

- *If you need a chromebook, please contact us*
- *If you have limited or no access to the internet, please contact us*
- *If you are unable to submit work online, please contact us*
- *Reception and Year 1, if you do not have access to a printer, please contact us and we can arrange to have packs ready for collection.*
- *Year 2, please refer to instructions on how to edit PDFs (posted 7 Jan) or contact us*

## How will my child be taught remotely?

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

### **All three year groups**

- *Daily, short, whole class live activities eg to introduce the learning for the day, PSHE activities etc*
- *Video recordings of assemblies led by HT*
- *Mathseeds/Mathletics*
- *Reading Eggs for decoding and Eggspress for comprehension*

- *Oxford Owl eBook Library for assigning/providing virtual books for each child*
- *Live or prerecorded storytimes*
- *Regular phone contact with children and parents to support wellbeing and learning*

### **Reception**

- *Tapestry for communication with parents and assignment of learning*
- *Letters and Sounds Videos*
- *Video recordings of books read by staff linked to daily Phonics focus*
- *Video recordings of staff reading stories*

### **KS1**

- *Tapestry - Year 1 for communication with parents and assignment of learning*
- *Google Classroom - Year 2 for communication with parents and assignment of learning*
- *Weekly timetable to give structure to the week - given to parents on Friday for the following week*
- *Follow up or revision of phonics using Letters and Sounds videos*
- *Daily maths lessons using White Rose*
- *Video recordings of staff giving input for phonics, literacy, history/geography and science*
- *Links to resources to complete focus tasks*
- *Video recordings of staff reading stories*
- 

***This is under constant review***

## **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?**

- *Read to and with your child every day. Use Oxford Owls and Reading Eggs.*
- *Learn the week's spellings.*
- *Watch the English and Maths videos on Tapestry/Google Classroom and if possible attempt the activity and submit for feedback.*
- *Engage in live activities.*
- *Complete usual homework tasks, e.g. word sets or Mathletics/Mathseeds.*
- *Engage with the broader curriculum on Tapestry/Google Classroom.*

*We will give feedback to the children's work on Tapestry/Google Classroom and call you regularly. Please stay in touch with us and contact us if you need anything.*

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

- *We will monitor engagement with Tapestry and Google Classroom weekly*
- *We will be in regular contact by phone to support families with engagement with learning, if we are not seeing engagement with above activities.*

*Please contact us if you need support*

## **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:-

- *Personal feedback to pupil's learning with next steps to encourage progress*
- *Year 2 to use the gemstone reward system, as in school*
- *1 piece of work per week with next steps marking on written pieces (Years 1 & 2)*
- *What methods to assess and feedback and how often*

## **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:

- *Personalised learning timetables and/or activities for SEND children*
- *Regular live 1:1 teaching sessions for early reading and maths skills*
- *Live group or 1:1 wellbeing sessions*
- *Regular contact with parents eg phone calls from teacher, INCLO or Learning Support Assistants*

## 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?**

Taken from [Remote Learning Policy](#)

<b>Circumstance 1</b> (Small number of pupils self-isolating)	<b>Circumstance 2</b> (Whole class/year group/ school bubble closures)
<p><i>Weekly</i> contact which may be in the form of:</p> <ul style="list-style-type: none"> <li>● Tapestry (EYFS and Year 1)</li> <li>● Google Classroom (Year 2)</li> <li>● Phone calls home</li> </ul> <p>- Printed learning packs where appropriate</p> <p>- Physical materials such as story books and writing tools where appropriate</p> <p>- Access to simplified Medium Term Planning with some linked resources</p> <p>- Devices to support home learning offered where appropriate</p> <p>- Continued use of school subscriptions and educational websites to support learning:</p> <ul style="list-style-type: none"> <li>● Mathletics and Mathseeds (homework set weekly)</li> <li>● Reading Eggs, Fast Phonics, Reading Eggspress, Oxford Owl</li> <li>● White Rose Premium maths resources and daily home learning videos</li> <li>● Directed videos on BBC Bitesize</li> </ul>	<p><i>Daily</i> contact which may be in the form of:</p> <ul style="list-style-type: none"> <li>● Tapestry (EYFS and Year 1)</li> <li>● Google Classroom (Year 2)</li> <li>● Phone calls home</li> </ul> <p>- Printed learning packs where appropriate</p> <p>- Physical materials such as story books and writing tools where appropriate</p> <p>- Access to simplified Medium Term Planning with some linked resources</p> <p>- Devices to support home learning offered where appropriate</p> <p>- Use of school subscriptions and educational websites to support learning:</p> <ul style="list-style-type: none"> <li>● Mathletics and Mathseeds (homework set weekly)</li> <li>● Reading Eggs, Fast Phonics, Reading Eggspress, Oxford Owl</li> <li>● White Rose Premium maths resources and daily home learning videos</li> <li>● Directed videos on BBC Bitesize</li> </ul>

	Use of recorded video where appropriate for instructional teaching inputs and assemblies
--	--

Please be aware that in Circumstance 1, the class teacher is also responsible for face-to-face learning for the rest of the class who are still in school.