



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

Remote Learning Provision Jan 21

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?

In the first instance of a short period of home learning – (upto and including 2/3 days) children will receive photocopied packs of learning tasks that are similar to the learning missed in school, including spellings, maths and English lesson and all foundation subject information and tasks where possible. Powerpoints used will be uploaded to SEESAW so that children can access the same content as their peers.

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 will endeavour to provide the same resources, information and tools where possible to teach the same curriculum remotely as we do in school.
- For some of our children (SEN) we may provide alternative resources/ a different curriculum remotely to that which we teach in school to ensure they have success at a differentiated level. Again this is upto and including the first 2/3 days.

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	<p>Year R – Our youngest children should be learning through a variety of tasks of upto 2 hours a day.</p> <p>The majority of their school day would be learning through play and ‘doing’, so tasks linked to these areas will also be provided. Phonics- daily up to 20-30mins. Reading daily – up to 20 mins. Literacy – up to 30 mins. Number – up to 30 mins. Creative task – up to 30 mins.</p> <p>Up to 3 hours a day is our expectation for Years 1 and 2.</p>
Key Stage 2	Up to 4 hours a day

Accessing remote education

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

Maths teaching will now be accessed through White Rose. English learning and all other subjects can access online learning through the Oak Academy links.

Live sessions 2/3 times a week with their class teacher via Zoom.

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:

- 32 IPADS are available for loan- primarily to SEN children, then vulnerable and then availability to the whole school. 5 DFE laptops are available for loan too as above. Parents/Headteachers needs to sign a loan contract which has been shared with all parents laying out expectations of use. Parents are regularly reminded through daily communication by the head that these are available and to reply to email headteacher@cobham.kent.sch.uk to secure the loan of an item.
- Pupils can access any printed materials needed if they do not have online access or would prefer this style of learning. Again Parents are regularly reminded through daily communication by the head that home learning packs are available and to email headteacher@cobham.kent.sch.uk to request one. These are prepared on a Friday and left in a secure location from 10am each Monday for parents to collect.
- Pupils can submit work to their teachers if they do not have online access to SEESAW (1-6) and Tapestry(R) via email to both the classteacher and or headteacher who will pass it on to the relevant team member. This will happen if our IT lead cannot support the parent by telephone to download/ access or use these platforms.

How will my child be taught remotely?

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

- live teaching (online lessons) KS1 Live Phonic sessions 3 x a week or more. KS2 Live lessons 3 x a week – combination of English and Maths.
- recorded teaching (Oak National Academy lessons, White Rose for Maths and video/audio recordings made by teachers uploaded to SEESAW/Tapestry)
- printed paper packs produced by teachers most of which is as closely linked to the online learning as possible.
- textbooks and reading books pupils have at home and access for all children to BUG CLUB for their reading. Reading books to also be provided with home learning photocopied packs on request.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as our 5 a day whole school fitness sessions – free to parents.

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 our pupils' engagement with remote education to be of a high standard and that they adopt and use their prior learning experiences to support their own learning. We appreciate that motivation may dip as time passes, but via live lessons/sessions/ feedback - we hope to inspire and help the children have determination to complete their learning and take as much pride as they clearly do in school. We wish for every child to have success.
- We expect our parents to have high expectations of their children. Set them up with the right tools for their learning and also where possible, stick to a familiar routine each day. We expect parents to support their children with the learning tasks and praise and reward all children for their efforts. We expect parents to send children's work to the class teacher/head on a daily/weekly basis. Or a mixture of both. We appreciate that many families are working families and how they manage their routines will need to meet the needs of all members of a family.

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

Teachers will take a register during live lessons to ascertain attendance of children.

- Every 2/3 days uploads to SEESAW/Tapestry/emails will be analysed as to who may not be sharing or engaging with their work.
- In the first instance an email / phonecall of support will be made by the class teacher. In the second instance an email / phonecall from the head will be made.
- If concerns are still ongoing after these initial actions, a door stop visit by the head will take place.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Teaching teams (both teachers and teaching assistants have been asked to comment daily on children's work and progress via SEESAW/Tapestry and emails. Not every post each day will necessarily be commented upon but an indicator of it having been seen will be shared.

Comments will be made on at least 1 piece of work submitted each day with a positive comment and where needed a feed forward comment to improve the learning task.

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:

SEN pupils are provided with differentiated home online learning where appropriate.

Packs of photocopied differentiated work to be offered with resources linked to specific targets as written on their pupil plans.

Phone calls are made every two weeks and a live individual chat every 3 weeks.

Parents are encouraged to email teachers with concerns and request support when needed.

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?

Where pupils are self - isolating for a longer period of time, whilst the rest of the class remain in school, they will receive home learning packs which can be emailed, shared via SEESAW/Tapestry or photocopied as a pack. The home learning will mirror as much of a typical school weeks worth of learning for that child. They will be encouraged to upload/email their work accordingly. A telephone call or Zoom call will be made to say hello and check on how they are doing with their learning at the end of the first week.