



# **Covingham Park Primary School**

## **Remote Education for Pupils**

### **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 if local restrictions require entire cohorts (or bubbles) to remain at home.

We regularly review our approach to remote educations, based on the needs of our families, capacity within school and the National picture.

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, children will be provided with exercise books and stationery. They will be provided with workbooks and/ or worksheets to support their learning whilst the teacher prepares the online resources.

### **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.

## Remote teaching and study time each day

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

The remote education provided will be **equivalent in length** to the core teaching pupils receive in school. We expect that remote teaching and independent work will take pupils broadly the following number of hours each day:

The amount of remote education provided should be, as a minimum:	
Lower School Pupils	3 hours a day on average across the cohort, with less for younger children
Upper School Pupils	4 hours a day on average across the cohort

## Accessing remote education

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

We use the online platform “Tapestry” to upload our remote learning for pupils. We also provide learning packs of resources for children, which parents can collect from the school entrance.

### 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:

- SLT continually collects information from class teachers and parents about children who are struggling to access remote education. Laptops and tablets are allocated to these children on a needs basis, starting with disadvantaged and vulnerable children.
- Parents are contacted through tapestry and Parentmail and are asked to contact school if they are struggling to access the remote education.
- If parents have an issue with their internet connection, they can contact school and we can provide them with a device or a 4G router
- If pupils do not have online access, work packs are available in the school entrance for parents to collect
- Children can submit their online work using the observation section in Tapestry. For children who do not have online access, they can bring their work packs back to school for

the teacher to look at weekly

## How will my child be taught remotely?

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

Remote education needs to include both **recorded or live direct teaching time**, and time for pupils to complete tasks and assignments independently. The work set will be **meaningful and ambitious** and will provide **frequent, clear explanations** of new content

Remote teaching approaches we use at our school will include:

- Online lessons
- Video/audio recordings made by teachers
- Recorded teaching of online lessons (e.g. Oak National Academy lessons)
- Printed paper packs produced by teachers
- 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?**

Teachers will provide a daily schedule or weekly timetable for children learning at home.

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

Teachers will check, at least twice weekly, whether each child is engaging with their learning

If teachers have concerns about the engagement of a child, they will inform SLT who will contact the parents to offer support in the first instance.

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

Teachers should gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly

We will continue to assess children's progress towards end of year expectations using our school assessment system.

## **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 with an EHCP, either agreed or pending, will be offered a place in school.
- Parents of children with additional needs will have regular contact from either the class teacher or SENCo to offer advice regarding home learning.
- TA time will be used to provide additional support materials / resources / differentiated activities for children who need this.
- TA time will be used to provide children with additional activities to help them work towards the individual targets set out in their EHCP / CCEP / Progress Plan.

## **Remote education for self-isolating pupils**

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

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.

We will continue to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback

