



Chapel End Infant School  
& Early Years Centre

## **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?**

Remote learning is already active and set up for all year groups and a broad curriculum will be provided from day 1.

#### **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.



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& Early Years Centre

## **Remote teaching and study time each day**

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

The Department for Education set the following requirement in January 2021. *When being taught remotely, your child's school is expected to set meaningful and ambitious work each day in several different subjects. Schools are expected to provide remote education that includes either recorded or live direct teaching and should be of equivalent length to the core teaching pupils would receive in school. As a minimum that is: 3 hours a day for Key Stage 1 (years 1 and 2).*

We expect that remote education (including remote teaching and independent work) will take pupils in Year 1 and 2 broadly the following amount of time each day:

English Reading with an adult 15 mins a day

Spelling and Grammar 15 mins a day

Writing including Handwriting 30 mins a day

Maths Counting songs and games 15 mins a day

Busy Things 20 mins a day

White Rose 30 mins a day

Topic work 30 mins a day

Plan exercise into the day to help keep your child active – aim for a maximum of 25 minutes, but this can be broken up into several smaller chunks of exercise.

## **Accessing remote education**

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

All logins have been provided for the online platforms that we use. Letters were given out prior to lockdown and emails have been sent to reconfirm parents have all the details they need. Phone calls have also been made to follow this up.



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& Early Years Centre

**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:

Pupils can collect printed materials. Where this is not possible, we can deliver materials to pupils homes.

Weekly calls are made to all families to discuss how we can support their child's learning at this time.

**How will my child be taught remotely?**

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

Some examples of remote teaching approaches:

- We use Google Classroom to post daily and weekly learning.
- Active Learn Bug Club for children to practise their phonic knowledge and reading skills.
- Busy things for interactive games and learning enhancements.
- Free access to 5 a day PE sessions.
- Oak National Academy
- White Rose mathematics
- Pie Corbett Talk for Writing
- BBC Bitesize
- Pre-recorded stories
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Commercially available websites supporting teaching of specific subjects e.g. phonics play, epic phonics, Ruth Miskin daily phonics
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences



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## 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?

Our expectations for pupils' engagement with remote education are as follows:

- parents spend as much time as they can reasonably manage with their other commitments supporting their child's learning.
- We have suggested timetables to support parents to manage their children's time, however we understand that due to other commitments e.g., work and other siblings not all parents will be able to adhere to this.
- We support families that face challenges with our weekly phonecalls and can help you to recognise where there are opportunities for flexibility.

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

Daily feedback on work submitted to Google Classroom. Where work has not been submitted on consecutive days a phone call is made.

Weekly phone calls to offer support and feedback as appropriate.

### 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:

Feedback on submitted work will identify children's next steps and clarify any misconceptions.

Phone calls to children / parents where appropriate.



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## **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:

Activities are provided in line with children's provision maps. Some children with additional needs are being supported in our school bubbles.

Weekly phone calls to parents to support their development and discuss relevant and aspirational learning opportunities.

## **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 learning is posted weekly as part of in-school planning.