Cedar Tree Federation

Remote Education Provision: information for parents and carers

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 and act as an appendix to our Remote Learning Policy.

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. For example, Physical Education and Forest School.

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	3 hours
Key Stage 2	4 hours

Accessing Remote Education

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

We will be providing online remote learning through Google Classroom and subject specific content using other online learning programmers, such as Myon, Spelling Frame, Bug Club, Accelerated Reader, BBC bite size, Mathletics, Times Table Rock stars

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:

- Where applicable we provide a range of paper copies of any online resources shared during the course of the week, these can be collected from school or in some circumstances can be delivered by school staff

- We loan out school devices, such as Chrome books, to parents to enable their children to access online learning. Where there is an internet access problem we can offer support through upgrading internet access by providing them with an Ethernet cable or other Wi-Fi booster methods. Parents can contact the school for information about this.

- Pupils can submit their work by dropping their learning to the school office

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:

- Live teaching (online lessons)

- Recorded teaching (e.g. Oak National Academy lessons, White Rose Hub, video/audio recordings made by teachers)

- Other online learning programmers, such as Myon, Spelling Frame, Bug Club, Accelerated Reader, BBC bite size, Mathletics, Times Table Rock stars

- Printed paper packs produced by teachers (e.g. workbooks, worksheets)

- 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?

In this section, please set out briefly:

- There is an expectation that all children will log on for registration and attend any live teaching. Where there are multiple siblings at home, there should be an agreement between the parent and teacher about which sessions their child can attend

- Where a child is unable to access the live sessions, there is an expectation that they will view the recorded lesson(s) later in the day

- In the home school agreement it states that parents will be proactive in supporting their child to access, engage with and successfully complete the remote learning being provided. It also states that the parents will work with their child to keep good working/learning habits through the use of visual time tables and having and identified work space

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

- School registers provide us with a record of engagement
- If there are concerns about engagement the class teachers will contact the families, in the first instance, by Google Classroom to see if any support can be given. This may be followed up with a phone call home. Parents can also call or email the school or class teaher.

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:

In this section, please set out briefly:

- Acknowledgement of work submitted
- Written feedback on extended pieces of work or if there are areas for development
- Verbal feedback – during or after work has been submitted –online this can be done via MOTE function
- Feedback will be given daily

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:

- Lesson may be differentiated
- Additional resources maybe provided
- Small breakout groups with the class teacher or teaching assistant
- Interventions can be provided remotely
- School place may be offered

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?

- If the school is open to all pupils then children who are self-isolating will have access to a weekly menu of activities, these will be related as closely as possible to the planned classroom learning

- If a child is isolating and the school is open for key worker groups then live teaching will still take place and therefore children can access learning alongside the rest of the class who are learning at home

- If the class teacher is ill and isolating then children will have access to a weekly menu of activities

- The Federation has a home school agreement and policy in place