



Remote Education:

Provision at Chipstead Valley Primary School

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.

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?

As a school, we have prepared year group appropriate remote learning days, linked to the National Curriculum, which can be provided in the event that preparation for long term provision needs to take place over the first couple of days. On notification that the school will need to move to remote learning, a PDF document will be emailed to parents with links to pre-recorded video inputs and powerpoints, alongside relevant resources, as well as learning tasks to be completed and links to additional activities and appropriate websites. Each year group's learning is updated half termly, to ensure it is still relevant to the curriculum currently being taught. However, wherever possible, the aim will be to move to the long-term remote learning immediately.

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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, some adaptations will be required in some subjects. For example, many of our lessons involve outdoor learning elements as well as more complex technology than a laptop, such as the Digiverse. There may also be certain subjects where specific resources are required, e.g. in science, art or music. These lessons are therefore adapted to ensure accessibility for all.

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, in line with government guidance:

EYFS (Nursery and Reception)	1.5 - 2 hours per day Nursery Daily stories Daily phonics Challenges Physical - wake and shake/ yoga/ PE session/ fine motor Maths challenges Literacy challenges Topic activities Reception Daily stories Daily phonics Maths challenges Literacy challenges Expressive art and design (creative) Understanding the world (Topic) Physical (PE/ yoga/ music and movement/ fine motor inc hand-writing) Music
Key Stage 1 (Years 1 and 2)	3 hours a day on average across the cohort, with less for younger children. Approximate timings each lesson should take, will be provided on the daily sheet. (includes English, maths, VIPERS, spelling, handwriting, PE, music and a range of discovery subjects)
Key Stage 2 (Years 3, 4, 5 and 6)	4 hours a day Approximate timings each lesson should take, will be provided on the daily sheet. (includes English, maths, VIPERS, spelling, handwriting, PE, music and a range of discovery subjects)

Accessing remote education

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

All Year Groups

Microsoft Teams – Live Sessions

Microsoft Teams is a digital hub that brings conversations and content together in one place allowing teachers to deliver effective learning. Within Teams, we are able to host live lessons where the children can talk to their teacher and each other, both verbally and through the 'chat' function, where appropriate. Class teachers can 'share' files within the Teams virtual classroom, whilst teaching, to enhance the sessions.

Scopay Emails

For years 1 – 6, remote learning will be sent daily via your Scopay email account. For EYFS, this will be weekly.

Additional online access:

Children may also access a range of remote online resources provided through, although not limited to:

- White Rose Maths
- Oak National Academy
- BBC Bitesize
- PiXL
- Timestables Rockstars

Early Years: Nursery and Reception

Tapestry

Tapestry (<https://tapestryjournal.com/>) is a secure online learning journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum. Nursery and Reception classes will continue to use this whilst they are at home. Within Tapestry you will find the work set and will be able to submit work completed for feedback. If you do not have your log in details already, please contact the school office.

In order to facilitate live sessions such as storytime and wellbeing checks, Reception will also use Microsoft Teams. Links for sessions will be sent to parents in advance.

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

The majority of our children have access to a smart device and the internet, and we ensure that all of the remote learning provided by us, can also be accessed through any device which is connected to the internet. This includes, laptops, desktop computers, chrome books, tablets, mobile phones, X Box and Playstation. However, we recognise that some pupils may not have suitable online access at home and we therefore take the following approaches to support those pupils to access remote education:

- Provide a school device, which can be signed out from school alongside our device loan agreement, for the duration of the lockdown (disadvantaged children being a priority);
- Direct parents to the free BTHub Wifi support;
- Offer to provide paper packs for learning.

If you feel you need access to a device or support in any way relating to the access of online learning, please contact us through the school office as soon as possible at: office@chipstead.croydon.sch.uk or by calling 01737 553255.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Some examples of the approaches used in the delivery of remote learning may include, but are not limited to:

- live wellbeing sessions, via Microsoft Teams (years R-6);
- live English and maths lessons, via Microsoft Teams (Years 2-6);
- live music lessons and story sessions, via Microsoft Teams (Years R-6);
- pre-recorded teaching inputs and stories, from school staff (Years N-6);
- Pre-recorded teaching from other educational establishments (e.g. White Rose, BBC etc. in Years N-6);
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences of lessons (Years N-6);
- Online tasks, through Tapestry or Scopay (years N-6);
- Supplying resources for printing and completing at home (Years N-6).

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?

As a school, we will do all we can to support pupils and families with their remote learning. However, we also require the support of the parents for this to be both flexible and effective.

- We expect pupils to complete as much of the remote learning as they are able to within the week and for parents to communicate with us if there are reasons which prevents this being possible;
- We expect pupils to attend their live learning sessions through Microsoft Teams, during their live teaching day and for their wellbeing check ins;
- We expect parents and carers to support pupils by setting up a routine for learning and ensuring pupils have a suitable learning environment.

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 pupil's work daily;
- Teachers will register pupil attendance at live lessons;
- Teachers will email parents in the first instance, if children are not engaging with live lessons or submitting daily completed work;
- If we are concerned that children are not engaging with remote learning, welfare calls will be made to parents by a member of school staff.

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 via email or wellbeing check sessions may be more appropriate. Our approach to feeding back on pupil work is as follows:

- Feedback will vary according to the work set;
- Individual feedback will be given via email at least twice per week;
- Wellbeing check-ins will also provide opportunity to address misconceptions and provide more general feedback;
- Sometimes feedback may be given over the phone or in a Teams meeting, if deemed necessary.

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:

For those on the SEND register, learning support resources, specific to children's needs, have been sent home in advance, in case they are required. These also include general resources such as visual timetables, to support the structure of a child's day.

Wherever possible for the family, additional sessions such as SALT and ELSA support programmes will continue to run, via video conferencing on Microsoft Teams, set up between the practitioner and the child. These will be organised by the SENCo and arranged directly with the families concerned.

Remote learning will provide support and challenge opportunities, as it would in the classroom. Supporting videos created by class teachers and sourced from White Rose, will model and scaffold learning, in order to provide guidance and support for parents working with all age groups at home.

Nursery, Reception and to an extent, Year 1 children, will have more accessible activity-based learning, to prevent prolonged time at a computer.

Those children at home who would normally work with 1:1 support in school, will be offered 1:1 support through Microsoft Teams, for an appropriate proportion of their school day. Where a child is in school, small bubbles with two staff members will ensure support for the child whenever necessary.

If your child has an EHCP, they may be invited into school to complete their learning, if they are also deemed vulnerable.

Where appropriate, regular contact will be made with parents and carers by the Inclusion Lead or another member of SLT, to support the remote learning of these pupils at home.

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?

As a school, we will provide distance learning for those children who are at home for a significant period of time, self-isolating or shielding **for COVID-related reasons**. This could include set lessons with resources, live teaching alongside the child's class, links for websites or online learning.

In the event the above occurs, to ensure a quick and manageable process for delivering **effective** distance learning, the following will be actioned:

- The teacher is informed a child in the class is self-isolating or shielding;
- Office to inform teachers that a child/sibling is off for COVID-related reasons;
- Teacher will phone the parent to:
 - a) establish communication and to check on the wellbeing of the child and family;
 - b) let them know the distance learning their child can access, or in the event of a period of more than a week, provide options and set an agreed blended learning timetable (where live lessons are a part of the timetable, trial lessons will take place via **Microsoft Teams**, with follow up phone conversations regarding their impact);
 - c) ensure the family have access to the necessary resources.
- If a pupil is unable to join all lessons via Teams, teacher will send PowerPoints and any worksheets required;
- If family is unable to print, a copy will be left at the office for collection (by a family member or friend who is not self-isolating).

The key to effective remote learning is **continuous communication and partnership** between home and school.