

Chandlers Ridge Academy 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.

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?

The following reasons for absence when this could be applied:

- Pupils who are absent whilst they await the outcome of their Covid-19 test result (up to two days)
- Pupils who develop symptoms at school and need to go home to self-isolate/take a test (10 days)
- Pupils who have to self-isolate as a member of the household has symptoms or tested positive (10 days)
- Pupils who have Covid-19 and are still well enough to access remote learning (10 days)

For children in Y1 to Y6-work will be added to MS Teams for children at home to access. Teachers will provide feedback to the children, sometimes this will be an acknowledgment of completing the work.

For EYFS work will be added to Tapestry for parents to access.

If the child does not access the work, a phone call will be made from the school to ask check their health and wellbeing or if they need more support to access this work. If children are unwell we do not expect them to complete any remote work.

Children also have to a range of online platforms such as My maths. Rockstars Times tables, Spag.com and Spelling Shed.

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?

After the first few days, we teach a blended curriculum between school and home wherever possible and appropriate. However, we do make adaptations in some subjects eg PE.

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:

Primary school-aged pupils	<p>EYFS- use of Tapestry about 2 hours- some of this is play based so also will be dependent on the individual child. Some will be phonics videos.</p> <p>KS1 about 3 hours- there will be a call plus 3 subjects areas covered- depending on the age of the children. There are also opportunities to join story and assemblies. They also can use their online platform activities such as My Maths, Teach my monster to read and Spelling Shed.</p> <p>KS2 about 4 hours there will be a call plus 3 subjects areas covered- depending on the age of the children. There will be challenges set where appropriate. There are also opportunities to join story or class book sessions and assemblies. They also can use their online platform activities such as My Maths, Spag.com and Time tables Rockstars.</p>
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Accessing remote education

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

At Chandlers Ridge, we have decided to use Microsoft Teams. We have chosen this application because it best meets the needs of our school and in conjunction with our network provider.

Microsoft Teams

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>

The application has several functions to it. Children cannot use chat privately.

This is to ensure the full safeguarding of both children and teachers and prevent information or images or inappropriate content being used through the application on these functions. It is our expectation that as users of the application both children and staff should report any additional problems directly to the Designated Safeguarding Lead around the functionality of this application.

There is a class page which hosts meeting times, messages and where assignments are set. The assessments are then uploaded to assignments where the teacher will give feedback. Feedback will also be given in some of the morning meetings.

Tapestry

EYFS use Tapestry- an application which is used from children entering Nursery to leaving Reception. Staff and parents communicate about the child's learning journey using Tapestry. Videos with phonics and challenges will also be uploaded for remote learning.

To support younger pupils, not all work set will require a formal written outcome. Tasks may include more practical activities that can be completed independently within the home.

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:

- Chandlers Ridge can lend children laptops for the time of isolation and parents need to contact school through enquiries@chandlesridge.org.uk for more information. Parents will need to sign a home loan agreement.
- If parents continue to struggle with online, we can provide paper based learning packs by contacting school and these can be returned to school or photographed and emailed to school.
- If any issues with the use of MSTeams or any other platforms used such as lost passwords etc can be emailed to enquiries@chandlesridge.org.uk or 01642 312741.

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:

- A daily call out on Teams to go through work for the day. This explains the assignments and can provide feedback for children. Each day will consist of Maths, English and another subject.
- Jigsaw sessions will support children's mental wellbeing.
- Work set on Teams with use of White Rose and Oak Academy recorded lessons. There will be personal feedback provided on Teams.
- Opportunities to join live story times, class book and assemblies.
- Emotional wellbeing activities also available to all children alongside links to PE and healthy activities.
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) if needed.
- Use of online websites such as TT Rockstars/ My Maths/ Spag.com/Teach my monster to Read etc.

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?

Expectations for engagement was set out in our remote learning expectations in the Remote learning policy. This is on our website.

Child Expectation

- I will ensure that my device is safe and avoids disruption to the call through unsolicited pop-ups and exposure of any personal data. All notifications on the device will be turned off.
- I will not use mobile phones or social media platforms during the call.
- I will not record any part of the live streaming call.
- I understand that the expectations of my conduct are the same as if the call was taking place in a school setting and I will act at all times in accordance with the teacher expectations during the lesson.

- I will ensure that my conduct is compliant to the teacher's requests at all times and I understand that if I am non-compliant that I may be subject to sanctions as part of the school behaviour policy.
- I will be appropriately dressed.
- If my account is not working, for example, I have a problem accessing the school mail or I get locked out and no solution can be found, I will not contact the teacher directly, but will contact the school administration office: enquiries@chandlersridge.org.uk
- I understand that if I feel unsafe at any time during the call, I must report this to the teacher immediately

Parent /carer expectations

- I will ensure that the device that my child is using is safe and avoids disruption to the call through unsolicited pop-ups and exposure of any personal data. All notifications on the device will be turned off.
- I will ensure that there are no other persons other than my child in the session. I understand that I must not join the session, unless I have been requested to do so in advance of the meeting, by the person delivering the session.
- I will ensure that the environment that my child is having the call is safe and that there is no risk to my child.
- I will ensure that my child has no means of having a conversation with external persons, other than the teacher or other participants in the call.
- I will ensure that my child will not be able to have a telephone conversation with another person or have access to social media platforms during the call.
- I will ensure my child does not record any part of the call.
- I understand that the expectations on my child's conduct are the same as if a lesson was taking place in a school setting and I will ensure that my child acts in accordance with the school behaviour policy and teacher expectations for the virtual call/lesson.
- Where there is a non-compliance or misconduct in a lesson by my child, I understand that my child may be subject to sanctions in accordance with the school behaviour policy.
- I will ensure that my child will be appropriately dressed.
- If I have concerns about any aspect of a call, I will contact the school directly to discuss it and not raise issues during the lessons itself.

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

- Teams is monitored during the day for engagement in the call and the work set.
- Staff members will phone to parents if there is no engagement or there are concerns with the work returned.

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:

- Tasks uploaded to Teams will be assessed and feedback from staff will be individually provided. The morning call may be used to support feedback too. Some small group/individual support may be provided through Teams.
- Quizzes can also be used for assessment and also other digital platforms such as My Maths which mark automatically.
- If a child appears to be struggling with the work- a phone call will be made to ensure the child is well and what they need support with.
- Extensions for challenge may also be added for staff and directed at specific children.

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 who have an EHCP are invited into school, if this is not possible then where appropriate a personalised remote learning curriculum will be provided.
- Additional resources can be provided i.e. slope boards, overlays, visual timetables, checklists.
- Children who need more support will be provided with this through a variety of ways, such as differentiated work, individual or small groups Teams. Regular phone calls home will also be made by the SENDCO and/or class teacher.
- Children will also have online learning platforms such as My Maths, Teach My Monster to Read with work at the suitable level for them.
- To support younger pupils, not all work set will require a formal written outcome. Tasks may include more practical activities that can be completed independently within the 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?

Large group absences-when a class or bubble are asked to self isolate.

Daily, teachers will add three pieces of work onto MS Teams and Tapestry for EYFS. Teachers to daily make a call via Teams to all children in the class during morning- times to be scheduled by staff. This will set out the learning for the day and feedback from the previous day. Resources such as Oak Academy, White Rose should be used as these provide a video for the learning. In addition to this we have MY Maths, SPAG.com, Teach your Monster to Read, spelling shed and TT Rockstars. EYFS staff to send a short video daily via Tapestry.

If some children do not engage with Teams, office staff will contact parents to ask if any issues or whether the child is well enough to be completing the work.

The work will be uploaded to assignments on Teams and staff will provide feedback on this.

Individual absences

Work will be added to Teams or Tapestry for EYFS. Resources use will include Oak National Academy, White Rose, alongside online learning platforms such as My Maths. Feedback will be provided individually for the children working remotely from home. If children do not engage, a phone call home to check on the child's wellbeing will be made.