

St Christopher's CE School



Remote Learning for Parents

January 2021





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?

Children will be set simple tasks on Google Classroom to ensure they can login and use the features. Parents will be contacted via Dojo and can communicate with teachers/Headteacher using this platform.

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?

The children will be mostly set tasks from the long term literacy and maths plans. We use White Rose for maths and bug club for reading; children throughout the school will be allocated eBooks.

We have chosen to set standalone topics for the whole school for afternoon activities – making it more manageable for families with multiple siblings. It also helps to establish whole school understanding and teamwork.

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:



The children at St Christopher's CE School will be provided with between 3-5 hours of home learning each day.

Accessing remote education

The children will access their learning through Google Classrooms.

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

The children will access their learning through Google Classrooms.

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:

We will print packs for the families that request printed pack including exercise books and reading books.

We will provide laptops for families who need them – families should phone the office to inform the head teacher.

How will my child be taught remotely?

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

Setting assignments through Google Classroom for children to complete at home. Assignments should have clear instructions, learning intentions, and links to suitable resources, often including short teaching videos.

Live video lessons, increasing in frequency for older children.

Teacher, TA and class interaction through Google Classroom throughout the school day.



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?

We expect each child to engage in the home learning each day – we would like each child to submit their literacy/phonics and maths each day.

There will be live lessons for children in year 4/5/6 each day – we would like to see each child attend these sessions. There will be weekly live sessions for children in Maple and Ginkgo we also expect to see each child virtually.

Cherry children will be contacted once a week for live communication.

The children can choose to submit their afternoon work via video/photo/drawing.

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

Each teacher will take a register every day to ensure that all children are engaging with some form of learning. The teacher will respond to questions and work each day. There is a conversation stream on Google Classroom where the children can ask questions and chat with their friends and teacher/TA. The parents of children in Cherry and Maple can dojo the class teacher throughout the day if needed.

If we haven't heard from a child/family then we will call each week to check in. If there are any concerns the teacher/headteacher will contact the family.



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:

All work submitted through Google Classroom will be acknowledged by the teacher. Examples of excellent work will be shared with the class within Google Classroom and/or Class Dojo, and will be praised in live lessons.

Children will be given positive and constructive feedback on all maths and English work, either through individual comments, whole-class feedback or within live lessons.

Teachers may use quizzes that mark work automatically, in which case we will encourage the children to check their scores and learn from their mistakes, and will monitor the responses to pick up any skills or content that needs reteaching to groups or to the whole class.

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:

The SENDCO will contact parents of SEN children weekly via Dojo. Support with resources is offered along with differentiated work from class teachers to meet particular SEN needs. Children with 1:1 support at school will be offered weekly 1:1 live sessions. Sending home suitable materials at the right level, such as banded reading books.

Where possible, offering focused catch-up work remotely, for example video or telephone calls with a teacher or TA to work on key skills.

Providing differentiated work at a level each child can access independently, using short videos to model and explain work in order to reduce the need for reading instructions



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?

There will be no difference for children that are self isolating unless they are poorly. In which case they need to call the office to report an absence as normal.