

Remote education provision at Cummersdale School: 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?

- The school will be in touch at the end of the first day of absence to advise how home learning will operate, whether work will be set via Classlist or whether resources are to be picked up or dropped off.

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. However, we have needed to make some adaptations in some subjects. For example, practical science lessons, PE lessons etc will be adapted and may involve accessing an online programme, TV programme or specific app.

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	3 hours

Accessing remote education

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

Work is communicated via the ClassLists App which all families are on. This can be received through phones/laptops/ipads The work can then be done and submitted for feedback via phones/laptops/ipads.

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:

- The school is able to lend laptops/iPads to families who may not have access to devices.
- Where pupils do not have digital access, work is copied at school and delivered to the children's homes. This can then be collected when the next amount of work is delivered, usually weekly.

How will my child be taught remotely?

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

- In general work is set for the week (Topic and other foundation subjects) with Maths and English work being set daily

We also use these approaches:

- Weekly introduction to week's work via Zoom
- Support for intervention groups/SEN via Zoom (between 1 and 4 times weekly)
- Weekly sharing of work, feedback, storytime via Zoom
- Recorded teaching (video/audio recordings made by teachers via You Tube)
- Occasional live lessons where appropriate (eg Science experiments)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) available to those without digital access.
- Specific work set for high ability/low ability children.
- Help and support from class teachers/TAs is always available and should be taken advantage of.
- Commercially available websites supporting the teaching of specific subjects e.g Numbots, EdShed, Mathletics, Epic, Pobble, Classroom Secrets - children will generally have their own log ins for these sites and their work can be monitored by the class teacher.

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 pupils to fully engage with the lessons and work that is planned. Our expectations of behaviour, attitude and work ethic remain as they would if we were in school.
- We monitor the engagement of pupils and will endeavour to assist in overcoming any problems preventing children from working.
- We hope that parents will support by setting routines to support your child's education and helping with the submitting of work.

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

- We will monitor children's engagement weekly and will be in touch via phone if there is a concern about work having not been completed, to see if there is any help we can give.
- Many of the online apps used in school are monitored by staff who can tell how much work has been done. Children are rewarded for their usage.

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:

- Children will receive feedback on any work which is submitted. This may be a quick comment of praise or a more detailed piece of feedback enabling the pupil to make further steps in improvement.

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 SENCo and TAs will provide additional support for SEN children. This may involve some 1:1 teaching via Zoom, specific work being set, some general catch up Zooms to check how progress is going. These families will be contacted directly.

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?

We will endeavour to have in place a programme of suitable work by the second day of absence. The teachers will deliver this in the normal way via Classlists. Programmes such as Mathletics and EdShed can also be used.