



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 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?

- If in school, students will be sent home with paper work packs.
- Parents/carers will receive an email from their child's teacher, explaining the work they should complete.
- They may also be set online assignments via platforms such as Purple Mash, Wordshark and MyMaths

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 and appropriate. However, we have needed to make some adaptations in some subjects. For example, it is not always possible for all students to complete the same practical tasks such as DT projects or Food Technology activities.

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	N/A
Key Stage 2	4 hours
Key Stage 3	5 hours

Accessing remote education

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

- Work sent by email, including links to online resources
- Purple Mash
- My Maths
- Wordshark
- BBC Teach online lessons
- Live lessons via Microsoft Teams
- Video lessons and resources posted on Youtube

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:

- Each student's home will be contacted by a member of the senior leadership in order to assess internet access and the availability of suitable devices.
- Vulnerable students with limited or no access to online learning will be identified and offered a laptop either from the DfE or donated by the public. Parents/carers should contact the headteacher for more information.
- Advice on how to use games consoles to access online learning is available on the SENDAT website.
- If students need paper copies of resources, these will either be sent by post, or delivered by a member of Chalk Hill staff.
- Students who do not have online access can submit work to their teachers either by post, or by arranging collection by a member of our staff.

How will my child be taught remotely?

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

We use a blend of approaches, to ensure variety for all students. The amount of each approach will vary according to the a) the child's needs, b) their preferred learning styles; and c) what is available to them.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- 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?

All students at Chalk Hill have a history of struggling with school. We recognise that the national expectations for remote learning are ambitious.

- Our students are expected to engage with learning every day, aiming for as close to the prescribed amount of time as they can manage.
- We expect them do their best, attempting every task their teacher has set them.
- If they are finding the work too difficult they must tell their teacher, so they can help them and adjust their plans if necessary.
- Parents/carers should set daily routines to support their child's education.
- Wherever possible they should support and help their child to stay on task, encouraging them to take regular breaks and exercise.
- Parents/carers are asked to keep in touch with their child's teacher, responding promptly to any queries and alerting them to any concerns.
- Parents/carers are asked to complete and return the home-school agreement for video conferencing, and the user agreement for student emails, so their child can access live lessons and maintain email contact with their teacher.

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

Typically, we will keep in touch with your child every day, via online lessons and emails. Students who do not engage every day will receive regular welfare calls (usually twice a week) to monitor their wellbeing, progress and engagement with learning.

Where engagement is a concern, we will inform parents and carers as a matter of priority.

The headteacher will continue to give all parents and carers a weekly update by letter.

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:

- Monitoring of online tasks (eg. on Wordshark)
- Online marking and feedback (eg. on Purple Mash)
- Automatic marking (eg. on My Maths)
- Verbal feedback
- Written comments

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:

Sarah Chesterton (Head of Care) and Wendy White (SENCo) will risk assess every student with regard to their ability to engage with learning and how well we can support them to meet the outcomes of their EHCP. Students whose needs cannot be met through online learning are likely to be asked to attend school for face-to-face learning.

Class teachers will work with parents/carers to devise the most appropriate strategies to help meet the needs of individual students who need additional support.

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 is no difference. Students who are self-isolating will receive the same support as described above.