As you are aware Cherrywood has been prepared to support parents with potential remote learning from the beginning of the autumn Term. Since this time, the school has had a dedicated area available on the website with clear guidance for families. Two key documents provided were our 'information for parents about home learning' and our 'remote learning policy'.

With the national lockdown introduced from 5th January 2021 the government has requested that schools provide parents with information about remote education provision. A suggested template for this has been recommended. Whilst the majority of this information has been available for many months, we felt it was appropriate to make use of this document to provide a summary overview.

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents/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?

Where a group or indeed the majority of the school are instructed to remain at home, the school has 'emergency planning' prepared. This learning takes the form of a hard copy pack of tasks to complete. These are given out to families and can also be emailed as necessary. These tasks are appropriate to the relevant year groups and should be accessible to children without the need for direct teaching. This learning is a 'stand-alone' revision of basic skills and does not link to the units of work / topics that the children are currently studying.

During this time the school will then be preparing to switch to a remote learning curriculum. It does require time for this change to be made as the planning in place for learning in school is unlikely to be compatible with remote learning, so adjustments are required to delivery and content.

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?

As a school we aim to teach the same curriculum remotely as we would in school – wherever this is possible and appropriate. However we may need to make some adaptations in some subjects, for example music where the children would have been using instruments or PE where specific equipment would have been needed.

In a situation where some children in a year group are at home and some are at school (as for the lockdown arrangements that began 5th January 2021), all the children in that year group will receive the same

curriculum. Learning will be designed so that it is applicable for school and home to ensure that children are receiving, as close as possible, a matched experience.

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:

EYFS and Key Stage 1 (This is Reception Class and Years 1 and 2): 3 hours

Key Stage 2 (This is Years 3, 4, 5 and 6): 4 hours

We are aware that circumstances for families will be different and they may choose to arrange their time so this leaning may take place at different times of the day, in one session or broken into a number of shorter sessions.

Accessing remote education

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

Children in Ash Class – Reception – will receive their learning through Tapestry which is controlled by parents.

Children in the remaining classes (Chestnut, Elm, Larch, Oak, Pine and Sycamore) – Years 1 to 6 – will receive their learning through Google Classroom. Parents of these children will also have access to Tapestry as an alternative method for communicating.

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 access at home. We take the following approaches to support those pupils to access remote education:

- The school has been working with local Lions Clubs (a world-wide charity organisation) since the initial lockdown in March 2020 to identify families who are lacking in appropriate devices, arranging for donations of PCs and laptops for them to keep. A significant number of families were supported in this way with 23 children benefiting from this.
- The school sent out a Microsoft Forms questionnaire in November to determine if there were any other families who required support – again from the Lions Club. From this information more devices were donated, for them to keep, supporting an additional 26 children.
- 6 children – from 3 families - were supported with the 3 laptops provided by the Government in the previous lock down. These devices are on loan with agreements signed by parents and children.
- Since the lockdown announcement on 4th January the school sent out a further plea to parents to inform us if they needed support. From this 15 children were identified and the Lions Club are supporting with devices for these families to keep.
- The school has now received 26 Chrome Books from the Government which they are lending to families to support them through this difficult period. Agreements are being signed by parents and children. Families who are receiving these have been identified by staff through telephone conversations, home visits and analysis of the methods they are using to complete their work.
- The school has sent out information to parents about supporting them with data issues and responding to these requests via Government and local initiatives.
- When communicating with families, regular conversations are held about devices that are being used or shared and if further support is required.
- Work shared online has been developed so that it can be completed without the need to print.

- Each child has also been sent a series of exercise books to work in if they prefer, with families able to take photographs of these and share them via Google Classroom or Tapestry.
- There are a small number of families who have difficulty accessing learning presented in this way – either themselves or their child – arrangements are made for hard copy work packs to be provided on a regular basis with additional phone calls / home visits to determine how the children are progressing.
- Children's ability to access remote learning is a factor taken into consideration when identifying vulnerable families who may need their children to attend school during any lockdown situation.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely, which will depend upon subject and the age and ability of children.

Each morning learning will be provided for the day. This is organised to enable children as much as possible to access this easily and independently. Children will be assigned work which is appropriate to their needs, therefore some children in the same year group may receive slightly different tasks.

Learning will take the form of instructions and then tasks to be completed. These instructions may take different forms including: recorded explanations and modelling from school staff, slides which provide a series of guidance, recorded teaching which the teacher has sourced e.g. using Oak Academy materials, film clips from commercially available websites which provide a stimulus or explanation.

Links to websites to support the practice of key skills such as reading, number facts ad multiplication tables will be provided so that time can also be spent practicing these.

Each child is provided with a stationery pack including exercise books which they can work in should they wish, with hard copy packs of activities also provided for identified families.

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 that children are engaging with remote learning every school day. Whilst we would encourage parents to stick to the routine of working on this during normal school hours we are very aware that families may be required to or choose to arrange their time differently to fit, for example, around their own needs to work from home.

For children in years 1 to 6 the learning is designed to be completed by children as independently as possible. The role of parents is to support them in becoming familiar with accessing this learning in the new format and encouraging them to complete tasks to the best of their ability. Some children may require additional support for example with reading explanations.

The learning provided for those children in reception class will need to be more heavily supported due to their age. Materials are provided to share with the children directly, for example, films to support explanations, phonics lessons and story times, but parents will need to be responsible for sharing these and uploading outcomes.

The school requests that parents support children's wellbeing by sticking to routines which include appropriate bedtimes and getting dressed before completing learning. This is important as it helps to reinforce the expectation that school and learning is continuing, it is just being done differently. We recommend that meal and rest breaks are included in daily routines as there is an increase in the amount of screen time and children will require time away from this.

Whilst we recognise that families may be restricted in the spaces they have available at home, we encourage parents to set up a work zone e.g. at a kitchen or dining room table.

We also request that parents are ensuring appropriate supervision for their children as they are working online. This includes considering any parental controls they have linked to their internet access.

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

Staff are able to view on a daily basis who has and has not logged on to the learning platforms used and who has submitted work. Each class teacher meets on a weekly basis with a member of the senior leadership team to discuss their class. From these discussions contact with parents may occur through telephone calls, Google Meets or house visits. These conversations may be to share congratulations, check up on wellbeing, or talk through concerns with engagement and learning. Between these meetings a log is kept of families staff think may be struggling so that contact can be made more frequently and support offered.

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 others. Our approach to feed back to pupils is as follows:

- For some work children will be provided with a score.
- For others they may receive written comments about their successes and feedback about what improvements they need to make.
- Where similar issues or misconceptions are identified for more than one child a message or additional explanation may be provide to the whole class or group. Sometimes these misconceptions may be addressed in live chats where questions can be asked by children and methods such as modelling from the teacher can be used to support them further.
- Any work submitted will be read and acknowledged on a daily basis. Written feedback will be provided as appropriate, if this supports children in making adjustments to their work or is required for future learning.
- Children's outcomes will be used to determine if they are keeping up with the expectations of the class and whether additional support is required. This information will also be used to determine the teaching and activities that are provided as the learning journey continues for that subject.

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 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 children with complex needs we will write a personalised plan with the family where we will look at how we can best support the child's learning. This may involve additional materials being provided, for example fine motor skill therapy packs. There will be regular contact with families so that provision can be adjusted following feedback from parents.
- All year groups are providing differentiated learning. This means that tasks of differing ability are assigned to different children depending upon their needs and skills. Additional learning materials, for example speed sound charts are also provided to some children in their stationery packs.

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.

<u>If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?</u>

The school has a dedicated area on its website allocated to support home learning. For the autumn term a two week learning package was made available for each class. This learning covers a range of subjects and supports the learning objectives appropriate for each year group. This learning does not mirror what is taking place in class; instead it supports those skills which are frequently revisited across the year group to ensure that children are familiar with concepts and are able to work independently. This learning is presented using a range of methods including slides and pre-recorded films. For the autumn term this work was submitted and feedback provided using Tapestry. As staff and families have become more familiar with Google Classroom, moving forward it is likely that the learning will be made available using this platform.

We are aware that if children are isolating it may be because a member of the family is unwell. Staff will liaise with families to offer help and also gauge if children are able to be supported by an adult to access remote learning. If not, other methods of learning, such as physical packs, will be provided.

Next Steps

The leadership team of Cherrywood are continually reflecting on their practice, including the provision of remote education and the support of families during isolation periods and local and national lock downs. At present the school is improving its package of support for families focusing on emotional and physical wellbeing including mental health. Specific areas are being developed on the website for parents and children themselves to provide support in how to manage the expectations of remote education alongside the wider issues of how to cope during a pandemic and when isolating.