



Remote education provision: information for parent carers

This information is intended to provide clarity and transparency to pupils and parent carers about what to expect from remote education if local/national restrictions require entire cohorts (or bubbles) to remain at home. In the event of a local outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission.

Chadsgrove School is committed to providing continuity of education to its pupils and ensuring their wellbeing during such an eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers for some face-to-face in-school provision, and providing remote education for all other learners.

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

At Chadsgrove School, our aim is that should any individual pupils need to be at home for any extended period, they can still access a curriculum appropriate to their needs and abilities, so that, as far as possible, pupil progress and well-being is not negatively impacted. This will include tasks that are intended to promote their physical and mental wellbeing.

Teachers will use their professional judgement to provide the most engaging and accessible 'personalised' learning resources and support appropriate to the needs of each pupil in their class (and their families) to ensure continued progression. This may be a blend of online resources through our website, our Learning Platform or YouTube channel, paper resources either posted or delivered (if appropriate), e-mailed tasks, use of software or Apps (such as Lexia, Education City or RMEasiMaths, etc.) or, in some cases where appropriate, access to parts of some specific live online face-to-face lessons via 'Zoom' or pre-recorded sessions.

The class teacher (or a member of the class team) will make contact to support families in implementing the tasks set. We will work with parent carers to agree an ambitious yet pragmatic approach to supporting our children and young people with complex needs to access appropriate remote learning and support, where they are not able to be in school.

Our remote education offer ensures that learners continue to engage in learning, including skill maintenance and developing home and community-based skills. Where applicable, these learning opportunities will require adult support.



What should my child expect from immediate remote education in the first day or two of pupils being sent 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.

All pupils will have access to work from the day after being sent home whether in the case of individual bubbles isolating or a wider lockdown situation. Our staff have planned a contingency pack or scheme of work to cover two weeks' worth of work in preparation for the event of either a local lockdown or a whole class/bubble isolating.

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 broadly aim to 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, in PE lessons, pupils may be set a series of challenges to develop their personal fitness and for Art, this will often be linked to our enrichment curriculum and focus on promoting pupils' wellbeing.

Teachers will use their professional judgement to select elements of planned work which lend themselves more readily to remote teaching.

Learning from home will focus on developing our learners' knowledge, skills and understanding within the core and foundation subjects, and tasks will also be set to support pupils to develop their physical health and support their mental wealth.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Chadsgrove School is committed to working in close partnership with families and recognises each family is unique and because of this, remote learning will look different for different families in order to suit their individual needs and the needs of the young person.

Because of the needs of individual young people teaching staff will work with families to assess and agree the best structure for the learning and day.



We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

- EYFS: 2-3 hours a day
- Key Stage 1: 3 hours a day
- Key Stage 2: 4 hours a day
- Key Stage 3 & 4: 5 hours a day
- Key Stage 5: 5 hours a day

These hours include skills maintenance, home and community-based learning and tasks linked to promoting pupils' physical and mental wellbeing.

This may also include links to e-safety to ensure parent carers know how to keep their children safe online.

Accessing remote education

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

Remote learning tasks and accompanying resources will be provided by the school. The class teacher or a member of the class team will make contact with families on a regular basis (twice a week unless parent carers specifically request only once a week) over a telephone call or via email (or Zoom call). This contact will ensure parent carers and their child feels supported with their home learning and provide opportunities for staff to give clear explanations and support with the implementation of learning tasks and ascertain feedback in order to plan for the next steps in learning.

Where utilised, pupils will be provided individual logins to access online platforms such as our Learning Platform (class pages) or software/Apps such as Lexia, Education City or RMEasiMaths.

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:

- All paper-based tasks are printed and posted or delivered to pupils' homes. We have a 'delivery team' who support this provision. (On some occasions, these packs



are sent electronically via email, where appropriate for the family.) Completed work can also be collected by our 'delivery team'.

- We will provide a device for 'loan' to any family who does not have a device, with priority going to disadvantaged learners. Wherever possible we aim to provide one device per child
- For learners, without Internet access, we will support them using the DfE schemes to receive additional mobile Internet access or wireless Internet

How will my child be taught remotely?

We utilise a variety of (and often a combination of) different approaches to teach our pupils remotely. Approaches are personalised to reflect individual need; some examples of remote teaching approaches include:

- live teaching (online lessons via 'Zoom')
- activities, tasks, stories and videos made available on the class areas of our Learning Platform (accessed via the school website) or e-mailed to families
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper resources produced by teachers (e.g. workbooks, worksheets)
- reading books (or textbooks) that are provided by the school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (e.g. BBC Bitesize, etc.)
- access to learning tasks using software or Apps (such as Lexia, Education City or RMEasiMaths, etc.)
- Videos of stories read by our teachers (accessed via our Learning Platform and YouTube channel)
- Sensory activities/Sensory Stories via Zoom (instructions for parent carers provided)
- Physical challenges (instructions and videos sent out by our PE department) and physical movement programmes for pupils to follow to maintain their physical health

During periods of local or national lockdown, Chadsgrove School may remain open only for vulnerable children and the children of critical workers for some face-to-face in-school provision*, and providing remote education for all other learners.

*This provision may be part-time.



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 would encourage parent carers to support their children's work, including finding an appropriate place to work, setting routines and, to the best of their ability, support pupils with work by encouraging them to work to the best of their ability.

In addition to school-based contacts, we encourage parent carers to contact the school and ask for a call back from either their class teacher or Phase Leader, if:

- they require further advice and guidance relating to their child's work
- if their child is sick or otherwise is not able to complete the work set, (so alternatives can be offered)
- if they need support to access the Learning Platform or other software/Apps
- if they want more work (or different work) for their children
- or if they need any other form of support, advice or assistance

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

It is the expectation, as laid out in the school's 'attendance policy' that the class teacher (or a class team member) should contact the family at least once a week to support the family and explain any work set and check on the child's engagement with the work.

Our teachers are keeping track of pupils' engagement with learning and their progress. If there is a concern around the level of engagement of a pupil, parent carers will be contacted via phone to assess whether the work set is appropriate and/or whether school intervention staff can assist with engagement.

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, instant individual or whole-class feedback given verbally during face to face interactions (such as during Zoom lessons) is also a valid and effective method, amongst many others.

Our approach to feeding back on pupil work is as follows:



- Not all learning is formally assessed and this would continue to be the case during periods of remote learning. Teachers will endeavour to provide feedback on work completed.
- SLT will coordinate with class teachers and subject leaders on any formal assessments and feedback.
- Teachers will be expected to attend virtual meetings with staff and/or parent carers, as appropriate (such as Annual Review meetings).
- Staff will be encouraged to work towards the values of the Chadsgrove marking policy where this is realistic.

Your class teacher will also assess progress and provide feedback via regular telephone calls or contact made via e-mail or Zoom calls.

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 many of our pupils, as a result of their 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, especially when families are also trying to home school their other children, and we will work in partnership with parent carers to support them and their child, and 'personalise' the learning tasks to best meet their needs.

There is no expectation from school that all work must be completed at this time. We believe our parent carers will be doing their best to manage their own circumstances.

We would encourage all parent carers to contact the school and ask for a call back from either their class teacher or Phase Leader, if they are struggling with any aspect of remote education.

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?

If a child is absent from school because they are unwell, we would not expect them to complete work.

Assuming that a pupil is healthy and well enough to work – such as during a local lockdown or when isolating due to a family member showing Covid symptoms (or who have had a positive test) - we would expect families to support their child to participate as fully as possible in the remote learning process, attempting work set, completing independent work (if appropriate) and submitting completed work promptly and to the best of their ability.

Pupils who are self-isolating can still access all work via the Learning Platform (or from resources that are e-mailed, or paper-based content which can be posted or delivered by our delivery team). Attempts to include live elements/interaction will be made where possible. Every attempt possible will be made to ensure individual pupils self-isolating continue to be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback on the work completed.
