

Remote Learning at Chalton Lower School

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?

The weekly planning for the classes is placed on the school's website every week. The planning follows what the children are doing in class. There are links to teaching videos for the children to follow.

Should you have difficulty accessing the planning, please email into school and we can assist you.

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. We will adapt the planning for some children and they will be emailed separately. Parents are advised to contact the school if the tasks that have been set are too difficult or if they require extension 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:

Primary school-aged pupils	For Reception children, up to 2 hours a day. For year 1 and 2 the expectation is 3 hours a day For year 3 and 4 the expectation is 4 hours a day.
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Accessing remote education

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

We use the Oak Academy and White Rose online learning. The links are provided in the planning sheet and can be accessed by clicking on them directly. Reception are sent home virtual phonics lessons for each sound of the day via youtube.

The children have access to Purple Mash, Mini-Mash, Mathletics, Teach My Monster to Read, Oxford Owl Reading. Passwords were sent out in September 2020 but parents can email/telephone school for replacement codes.

Completed work can either be loaded onto Purple Mash or parents can email it directly to staff.

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 have a limited number of chrome books which we are able to loan out to children should you not have a device. Parents should contact the school for further information.

chalton@chaltonlower.co.uk or 01525 872354

Printed work sheets can be provided to parents and these can either be collected from the School Office or sent out to parents.

Work can be completed in an exercise book. These can be collected from the School Office or sent out to parents. Work can be brought into school on the child's return should you have no internet access.

If you have no internet access, then you can use CBBC's live daily lessons.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

We will use Oak Academy, White Rose Maths and BBC Bitesize videos for online learning. There will generally be a teaching link for literacy and maths every day to support the children.

There will be a recorded story for year 3 and 4 on facebook every day at 3.00pm Monday to Thursday. The videos will be upload if you miss one.

There will be a recorded tables test every Friday morning for year 3 and 4.

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 hope that the children will engage in their learning through following the links for learning. Parents are advised to get in touch with the school/staff if there are any issues around the learning.

We can set alternative work if the children are struggling. In the first instance parents need to speak to the class teacher.

We hope that parents will be able to support their child's learning. We have tried to provide lessons where the children are able to access the learning independently, but it may be that sometimes they will need some support from parents.

Ideally, parents should follow the timetable provided by school. You need to set up a daily routine and build in break times between activities. You could tell your children that they must work for a certain amount of time before you are able to answer any questions or help them.

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

We would like you to send your child's work into the class teacher. This can be completed in a number of ways.

You can upload on to Purple Mash.

You can send in a photo on the email to the class teacher.

You can send a word document on the email to the class teacher.

Class teachers will be checking their emails twice a day [morning and evening]. We will be keeping a record of the work that has been completed.

Class teachers will be telephoning parents every week to see if there are any concerns. [Reception and Year 3 and 4 on Thursday afternoon. Year 1 and 2 on Friday afternoons.]

We will keep notes of conversations and comments eg adjustments that need to be made for the child.

Parents have the staff emails and can send in questions, ask for support or ask for the work to be adjusted.

Parents should advise the class teacher if they are having difficulties with their child completing work due to their own work commitments.

We will send out emails to parents during the week asking if there is any help that we can provide when we do not see any evidence of work.

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:

We will look at the child's work daily as it arrives in school. This will either be in the evening or following morning.

We may only write a brief comment to the child on some pieces of work to acknowledge their effort.

We will send back comments on other work with suggestions on how they can improve it eg to include capital letters and full stops; to include adjectives or to write more detailed sentences.

Comments will be sent back through email and they may be discussed further during the weekly telephone conversation.

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:

In this section, please set out briefly:

For those children who have SEND or who are usually supported by the class teacher or Teaching Assistant during lessons, we will provide a separate timetable when the work needs to be differentiated. During the weekly telephone conversation staff will discuss the needs of the child.

For those children in Reception and Year 1 we are able to differentiate the work for the children so that they can continue to make progress in their learning. We will discuss their learning during the weekly conversation and decide if it needs to be differentiated.

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?

It is the policy of this school to provide the planning on the school's website every week. Those children who are self-isolating are able to access this in the normal way. At the start of the isolation they will be advised that the planning is there. Staff will ring them regularly during the period of time off school to ensure that they are able to follow the work and if any adjustments need to be made.