



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?

In the event of a class bubble or whole school closure due to Covid-19, you will be contacted by the class teacher during the first day of isolation / closure who will give details of the remote provision for the class. This contact will usually be via email but where this is not possible, parents will be contacted by text message to give more details of where to find the work

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, some practical subjects such as PE or technology may have to be delivered differently as the equipment needed for the lesson may not be available at home. In these cases, we will adapt lessons as best we can to ensure that there is a variety of curriculum subjects covered during remote learning.

Remote teaching and study time each day

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

The Department for Education has set out in their guidance expectations for the amount of time pupils should spend on completion of remote learning tasks. At Crookhill, we recognise that there will be differences in the amount of time that it takes for pupils within the same cohort to complete their daily tasks and therefore the times shown below are a rough guide only. 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	Approximately 3 hours
Key Stage 2	Approximately 4 hours

The times shown include activities such as watching instructional videos, reading (both directed and independent), time spent on learning Apps and is not just the time taken to complete a task.

Accessing remote education

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

There are a number of online tools or digital platforms that are used for delivery of remote learning at Crookhill. These include:

Microsoft Teams and Office 365 – all pupils in school have access to an online Office 365 account which is accessed via their individual username and password. Parents can contact class teachers if they do not know these details. In some cases, work assignments are set through the Teams app. Live meetings with the teacher and other class members can be joined through the Teams app.

Purple Mash / Mini Mash – a cross curricular website that allows pupils to explore and enhance their knowledge in fun and creative ways. Teachers can also set tasks that they can view and give feedback on.

Times table Rock Stars / Numbots - online games to support development of fluency in basic mathematics skills.

My Maths - an interactive online resource where pupils can take lessons or submit online homework.

Mathletics – an online mathematics platform that allows teachers to set fluency and practice activities.

Spelling Shed – an online spelling game and activity that allows pupils to practise their spelling lists and play games to earn rewards.

Reading Plus – (Years 5 and 6 only) online reading that develops fluency, comprehension and vocabulary skills.

Lexia – an online reading programme that teaching decoding skills through a structured programme of learning.

This list is not exhaustive; there may be other platforms, apps or websites that pupils will need to access and where this is the case, they will be given clear guidance from class teachers.

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 number of devices (laptops and tablets) that are available for pupils to borrow if they are unable to access online learning. Parents should contact the class teacher or school office if online access is an issue.
- If a device is available, where possible, this will be delivered to the pupil subject to completion of a loan agreement by a parent / carer.
- If there are internet connection issues, we may also be able to offer support with routers or mobile data. Please contact class teacher if this is an issue.
- Where internet access or device issues can not be overcome, packs of paper-based work can be delivered to children who are working remotely. Arrangements will be made to collect the completed work at agreed intervals with the class teacher and parents.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Recorded content (video or audio) made by teachers or by other providers e.g. Oak Academy or White Rose Maths Hub
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books provided by school
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (examples My Maths, Developing Experts for Science, Charanga for Music)
- Live lessons – in some cases, pupils may be asked to join a Teams meeting where the class teacher will deliver content directly to the class. Where live meetings / lessons are held, we ask that parents and carers read, agree to and share with their children the protocols of live meetings that we have set on our Remote Learning section of the school website.

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 access their remote learning daily.

- We expect parents to support remote learning according to the needs / age of the child recognising that younger pupils will need more support and that older pupils may be able to access some elements of their remote learning independently (although they will still require a level of support to access assignments or with completion of their work).
- Where pupils are accessing their work independently, we would ask parents to support by ensuring pupils have a quiet space to work, helping to set up devices or log in to websites etc.
- We understand that many parents have work commitments during the school day that makes home learning more challenging. We recognise these challenges and ask that you work with your child/ren to find routines that work for your circumstances. This may mean completing homework outside of regular school hours. We do not expect work to be handed in by the end of the school day.

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

Staff will make checks on the remote learning engagement on each day of (whole class) isolation / closure. In many cases, engagement can be checked by accessing the apps or platforms where the work has been set. Where this is not possible, staff may request that parents send photographs of their child's completed work via email.

Where engagement is a concern, staff will make contact with parents, usually via email, text, Marvellous Me message or telephone, to inform parents when assignments are missing. Teachers will ask to discuss reasons why work has not been completed and help to support parents to overcome any barriers that have led to low / no engagement with assignments. Parents will be informed on at least a weekly basis if there are any concerns over 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, 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:

- Some written responses may be given where the online platform allows this type of response to be given (e.g. Teams, Purple Mash)
- Some staff may give verbal whole class feedback during live meetings.
- Answer booklets may be provided so that pupils / parents can self-assess the work.

- Staff may make contact with parents / pupils via email to give feedback where appropriate.
- Some online assignments are marked and the scores can be viewed when completed e.g. Reading Plus, Mathletics, My Maths
- The frequency of feedback will vary. Staff will review the completed tasks on a daily basis but written / verbal feedback may not be given each day. Pupils can expect to receive feedback at regular intervals and in a variety of forms throughout the week.
- Pupils may be awarded merits such as Marvellous Me badges, other virtual awards or certificates to motivate or to recognise achievement with remote learning.

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:

Pupils who have an Education Health Care Plan (EHCP) are entitled to and encouraged to attend school (unless they are in isolation). Where they do attend school, they will be supported in the usual ways. If parents decide not to send their child to school, they will receive regular contact from SENDCo, Mrs Smith who will advise how best to support their child from home.

Where pupils have been identified as having Special Educational Needs (and have a support plan in place that has been discussed with parents) we will work with parents to support their child during remote learning. This could mean providing work that is tailored to the needs of these pupils and may be different to the rest of the class or providing other scaffolds or supporting materials to enable children with SEN to access the provision set out for the whole class.

We recognise that the youngest pupils in school face greater challenges in accessing and completing remote learning as they are largely reliant on adult support to do so. Staff in Reception and Year 1 use recorded lessons for phonics or number to engage their pupils. They will work closely with parents to offer advice and support on ways to engage, motivate and support their children during periods of remote learning. These year groups will have a greater reliance on practical activities to support their learning.

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?

- Pupils / parents will be contacted via email or telephone to direct them to where the learning activities for the week can be accessed.
- The content or sequence of lessons will be broadly similar to that of the class but the delivery will be different – there will be a reliance on recorded content or online platforms which may be different from what is being used in school for that lesson.
- Workbooks / printed work materials can be delivered to isolating pupils.

Useful Information:

Here are the contact details for each class teacher:

Year group	Class Teacher(s)	Contact email:
Reception	Mrs J Jordan	receptionteacher@crookhillprimary.org
Year 1	Miss E Brown	y1teacher@crookhillprimary.org
Year 2	Mrs E Smith / Mrs D Carter	y2teacher@crookhillprimary.org
Year3	Mrs G Bainbridge / Mrs E Hodgson	y3teacher@crookhillprimary.org
Year 4	Mrs D O'Shaughnessy	y4teacher@crookhillprimary.org
Year 5	Mrs D Kelly	y5teacher@crookhillprimary.org
Year 6	Mrs S Bunting	y6teacher@crookhillprimary.org