# 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 if local restrictions require entire cohorts or bubbles to remain at home.

For details of what to expect where individual pupils are self-isolating due to COVID-19, please see the final section of this page.

**Remote Education**

Churchfields, the Village School provides in-person education under normal operation. Remote education is a tool available to the school to allow pupils on roll to receive short-term education under very specific circumstances.

Remote education includes any work the school undertakes outside of providing in-person education to its pupils and is not limited to the use of a learning platform e.g. the provision of resources.

Remote education is not an alternative option for parents/carers who decide not to send their children into school when it is open unless for very specific reasons e.g. when individual or groups of pupils who are not unwell are absent from school due to reasons of legal isolation [such as with COVID-19].

Wherever possible, pupils should always attend school to receive their education. Teachers’ time is limited and their focus should not be diverted from providing in-school education to support pupils that are not in school unless for a very good reason. In most cases, parents/carers deciding to remove their children from school does not constitute a good reason to remove teacher time away from children who are attending school as expected and required by the Department for Education.

Whether an absence is authorised or not does not determine whether a pupil qualifies for remote education. Outside of pupils who qualify for remote education legally, only the headteacher may decide which pupils qualify to ensure a consistent whole-school approach is applied that also recognises unique pupil/family circumstances. When making this decision, the headteacher will also take into account teachers’ overall responsibilities and workload to ensure the school continues to operate effectively for all pupils on roll. Pupils that are entitled to remote education will receive it although this may require staff other than the pupil’s classteacher to carry out some or much of the associated work. The distribution of the workload amongst staff will be managed by the headteacher.

In the vast majority of cases, pupils who are not well enough to attend school will also not be well enough to complete remote learning. Only in exceptional circumstances will the headteacher authorise remote education for pupils who are absent from school for medical reasons.

Pupils will **not** qualify for remote education if they are absent from school for the following reasons. This list is not exhaustive as specified above:

* Any unauthorised reason
* An authorised family event (such as a wedding, visiting relatives or trips in the UK or abroad for reasons other than a holiday)
* Parental sabbatical leave
* Holiday
* Illness (but see above)

## 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?

Pupils will be provided with a small pack of work to enable them to quickly begin remote learning from home. The contents of this pack will vary according to the pupil’s year group and the school term.

### 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?

The remote education curriculum will be adapted to suit learning away from the classroom. The curriculum taught will still be challenging, broad and balanced for all pupils, but tasks will be structured in ways that allow pupils to make good progress in the home environment with the resources and equipment they are able to access. We may need to delay the introduction of some complex concepts to pupils until they are back in the classroom environment.

## 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 in Reception and Key Stage One broadly three hours per day, and pupils in Key Stage Two four hours per day in line with the Department for Education’s recommendation for primary schools.

## Accessing remote education

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

We use Google Classroom to deliver remote education to our pupils which can be accessed from most electronic devices that are connected to the internet. The school will supplement this with paper-based resources plus a selection of exercise books and other physical resources that can be collected by parents/carers from the school by prior arrangement. Usernames and passwords for Google Classroom are provided to registered parents via the school office.

### 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:

The school is limited in the electronic equipment it can provide to children but will work with individual parents/carers to attempt to resolve any issues that prevent pupils from accessing remote learning.

We may be able to loan appropriate equipment to access online resources or/and provide paper copies if required.

Offline submission of work can be agreed by prior arrangement by parents/carers taking/posting the work in a named envelope to the school.

Please contact the school office on 01225 703026 or [admin@churchfields.wilts.sch.uk](mailto:admin@churchfields.wilts.sch.uk) or your child’s classteacher in the first instance to discuss your individual circumstances.

### How will my child be taught remotely?

We will choose from a combination of the following approaches to teach pupils remotely:

* recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* online tasks set 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
* the use of long-term project work and internet research activities will be limited

Daily, work will include a maths and English (and phonics if appropriate) lesson alongside a lesson from another subject. These should therefore be completed by pupils and submitted daily. Google Classroom activities will be updated on a weekly basis.

Regular face-to-face virtual Google Classrooms meetings will be scheduled to maintain our connection with families. This will allow children to interact with their class mates and teachers, and provide the chance to share news and ask questions. Whole class feedback may also be given during these sessions. Following feedback from parents/carers and staff, we strongly believe these types of meetings positively impact the social and emotional needs of all concerned.

Every family has different circumstances relating to number of children, working patterns and access to I.T. equipment. Therefore scheduled live teaching will not take place to avoid putting pressure on families that would find attending these difficult.

## Engagement and feedback

### What are your expectations for my child’s engagement and the support that we as parents/carers should provide at home?

The school fully understands the pressure parents/carers may be under every day whilst their child is learning at home. We also appreciate that some pupils (e.g. young children) may need increased levels of support to access home learning and this may be difficult for parents/carers to juggle with other commitments.

Pupils will achieve more when parents/carers value the work provided and have structured routines to ensure it is regularly completed to a good standard. Teachers will provide a suggested daily/weekly timetable for pupils to complete their work to support parents/carers establish such a routine.

Parents/carers should ensure all work completed is forwarded to their child’s classteacher when possible who will provide feedback as appropriate. Work can be submitted in a number of ways by prior agreement, including electronically through Google Classroom (scanning, photographing, etc.) and in person or by post.

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

As remote learning is in place of the education pupils would normally be receiving in school, classteachers will closely monitor pupils’ engagement each day. Pupils are not expected to complete remote learning on the days they are in school but are expected to when they are at home unless they are unwell (which should be reported to the school in the usual way). Classteachers will discuss any concerns with parents/carers, and provide support to reengage their children in their learning. If engagement continues to be a concern, the headteacher will be informed. The headteacher will take the best action to ensure pupils continue to achieve well whilst not in school.

It may be the case that teachers and other staff are teaching pupils within school as well as providing remote education. This will mean that their time will need to be divided between the two responsibilities so may not be accessible to pupils and parents at home as much as they would like.

### 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:

All work submitted to classteachers will be acknowledged. This is important to ensure children are recognised for the effort they have put in to their work.

Work will be marked or/and feedback provided as appropriate according to the type and length of the piece of work. Feedback is often effective when it is given orally between the teacher and pupil, particularly with younger pupils whose reading skills are likely to be limited. The purpose of feedback is to provide encouragement to pupils but, more importantly, to inform them of what they have done well and what they could do in the future to improve aspects of their work. Copious amounts of comments/marking that do not do this must be avoided as they waste everyone’s precious time, pupils, parents and teachers.

Teachers will select what they are providing feedback on, which will be in line with the lesson’s learning objective(s) so parents/carers should not be surprised if not all errors in a pupil’s work are pointed out – this is a conscious choice and is an effective teaching/learning strategy to focus pupils’ minds on key aspects of their work at one time. Other elements (e.g. incorrect spellings) will be noted and will be addressed in later lessons focused on this area (e.g. specific spelling rules). Correcting every error on a child’s piece of work is demoralising and so must be avoided. This mirrors the effective approach taken in school.

Feedback is often given individually but may be provided collectively if relevant to more pupils. It will be provided in good time after work is submitted and may include one of the following if appropriate:

* www/ebi type comments (what went well/even better if)
* digitally facilitated feedback (e.g. digitally marked multiple choice questions)
* peer-based feedback where pupils provide feedback on another’s work, benefitting pupils in both roles
* self-directed feedback, where pupils assess their work against agreed success criteria to recognise their mistakes and self-improve through editing

## 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/carers to support those pupils in the following ways:

The most effective way of supporting SEND pupils is to ensure close partnership working between school and home. Maintaining an open dialogue is crucial to ensure a good pace of learning is maintained when working remotely so this is encouraged.

The classteacher and SENDCo (Special Educational Needs and Disabilities Coordinator) can provide additional and/or differentiated resources to support your child’s online learning as appropriate. Timetable variations and other strategies can also be implemented in response to individual needs.

Young children will also benefit from a flexible approach to their home learning, and suggestions of play-based activities will often be included in suggestions provided to parents/carers from classteachers.

The staff at Churchfields take pride in making themselves available to our pupils and parents/carers to offer their support and guidance whenever possible. Please do not hesitate to contact them if you are seeking advice on how to support your child’s learning. However, please be aware that teachers have many other responsibilities beyond the time they are in contact with pupils and so may not be able to respond immediately to queries. Often they are also required to teach in school for substantial periods of the week to ensure the needs of children of critical workers and vulnerable pupils are met. Please allow at least 24 hours for a reply to any query but rest assured it will be answered as soon as possible. If your child is unable to continue with a piece of work until a reply is received, they may choose another piece of work (e.g. from the next day, if available) instead then go back to it once your query has been answered.

## 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?

Meaningful work spanning a number of subject areas will still be made available through Google Classroom as described above. However, face to face meetings with the classteacher will not go ahead due to them teaching in the classroom. Feedback will be provided on any submitted work in a timely manner, and your child may be contacted by telephone by a teaching assistant if the teacher is unavailable, depending on the length of time your child is not in school.

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