CROSSHALL JUNIOR SCHOOL

REMOTE EDUCATION PROVISION

INFORMATION FOR PARENTS

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Remote education provision: information for parents

This information is intended to provide clarity and transparency to students and parents or carers about what to expect from remote education.

For details of what to expect please see the final section of this document.

The remote curriculum: what is taught to students at home

A student's first day 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 of students working at home?

> On our website, in the section 'Crosshall Digital Village', under the heading 'My Child is Isolating/Emergency Closure', there are four different sets of work depending on whether it's the first, second, third or fourth time that a child is having to work from home. This is for a child's first day.

Following the first day of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

> Teachers set work on Google Classroom from Day Two. If a whole class is in isolation, the teacher sets work and also arranges interactive lessons via Google Meet.
>
> We expect work to be completed. Teachers will mark work and provide feedback. We aim to teach the same curriculum remotely as we do in school.

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 students broadly the following number of hours each day:

Key Stage Two (Four Hours)	Approximately one hour of:
	- Maths

	- English – writing/grammar - English – reading - Topic – rotated over the week to include subjects such as science, geography, history, art and online safety In addition, year groups will offer support for spelling, PE and times tables learning as relevant to their curriculum.

Accessing remote education

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

Your child is expected to use their **Google Classroom** to access remote education, as well as all the tools in the Crosshall Digital Village. Ideally, access is available through a laptop or desktop, although some children access the provision via a tablet.

Written guides and pre-recorded videos are available on the school's website (Crosshall Digital Village) to help parents and students access and use the online learning tools.

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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

We conducted an IT survey at the start of the year, in order to understand the provision of IT equipment in all our students' homes. From this survey and following enquiries, we were able to identify those students who required additional support with equipment.

If a parent needs support, he/she should contact the school (office@crosshalljunior.co.uk or call 01480 475 972).

We are able to lend a limited number laptops to those who cannot otherwise access online learning. Parents will be asked to sign an IT Equipment Loan Agreement.

Also, we are able to supply a three-month data SIM card for those who do not have wifi at home.

As part of our remote learning offer, the Google Suite comes with a range of online tools such as word processing and drawing packages.

Most tasks do not require children to print off activities or their finished work.

How will my child be taught remotely?

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

Depending on the curriculum, a mixture of the following strategies will be used for remote education:

- recorded teaching;

- live teaching (online lessons), class meetings or drop-in sessions;

- printed paper packs produced by teachers;

- textbooks and reading books;

- websites/online tools, supporting the teaching of specific subjects or areas, including video clips or sequences

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?

Children will need to be available as much as possible, during normal school hours. From Day Two, if a class is working remotely, Google Meets, Drop Ins and remote teaching will be available during the normal school day. Where possible, lessons will be recorded, so that they can be accessed by children at alternative times of the day.

Ideally, the children should be attaching their work to the Google Classroom for the teacher to mark. This can be in the format of a Google Document, Google Slide, PDF or an image.

If the children complete their work on paper, they are encouraged to take a picture of only their work and upload it to their Google Classroom to inform their teacher of their learning.

Google Meets and Drop-Ins allow the teachers to speak to the children and support their learning in real time.

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

If a child does not upload work/engage on the Google Classroom, (or attend a number of Google Meets when the whole class is working remotely) the school will contact parents/carers by email or text.

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 student work is as follows:

When children upload their completed work via their Google Classroom, the teacher then makes a comment under the student's work tab if appropriate. The children are encouraged to comment and ask questions appropriately on the main chat stream. Where needed, teachers may provide feedback on individual pieces of work or by speaking to children during Meets.

Additional support for students 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 students, for example some students 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 students in the ways outlined below.

We shall communicate via phone calls/texts/emails with families to check how children are coping and with children on a regular basis through Google Meets. We may also carry out doorstep visits in line with our Home Visits Policy.

We will provide IT equipment to families in need or packs of work (if safe to do so) and continue to differentiate work at an appropriate level.

Remote education for self-isolating students

Where individual students 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 classes. This is due to the challenges of teaching students 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?

Work is available immediately on our website (Crosshall Digital Village) from Day One.

Work is set on Google Classroom from Day Two of isolation.

The teacher will largely set work that mirrors what the other children are learning in class; however, there will be slight differences, as the teacher will be teaching the children in class and we are not currently able to deliver 'live' sessions of teaching remotely.