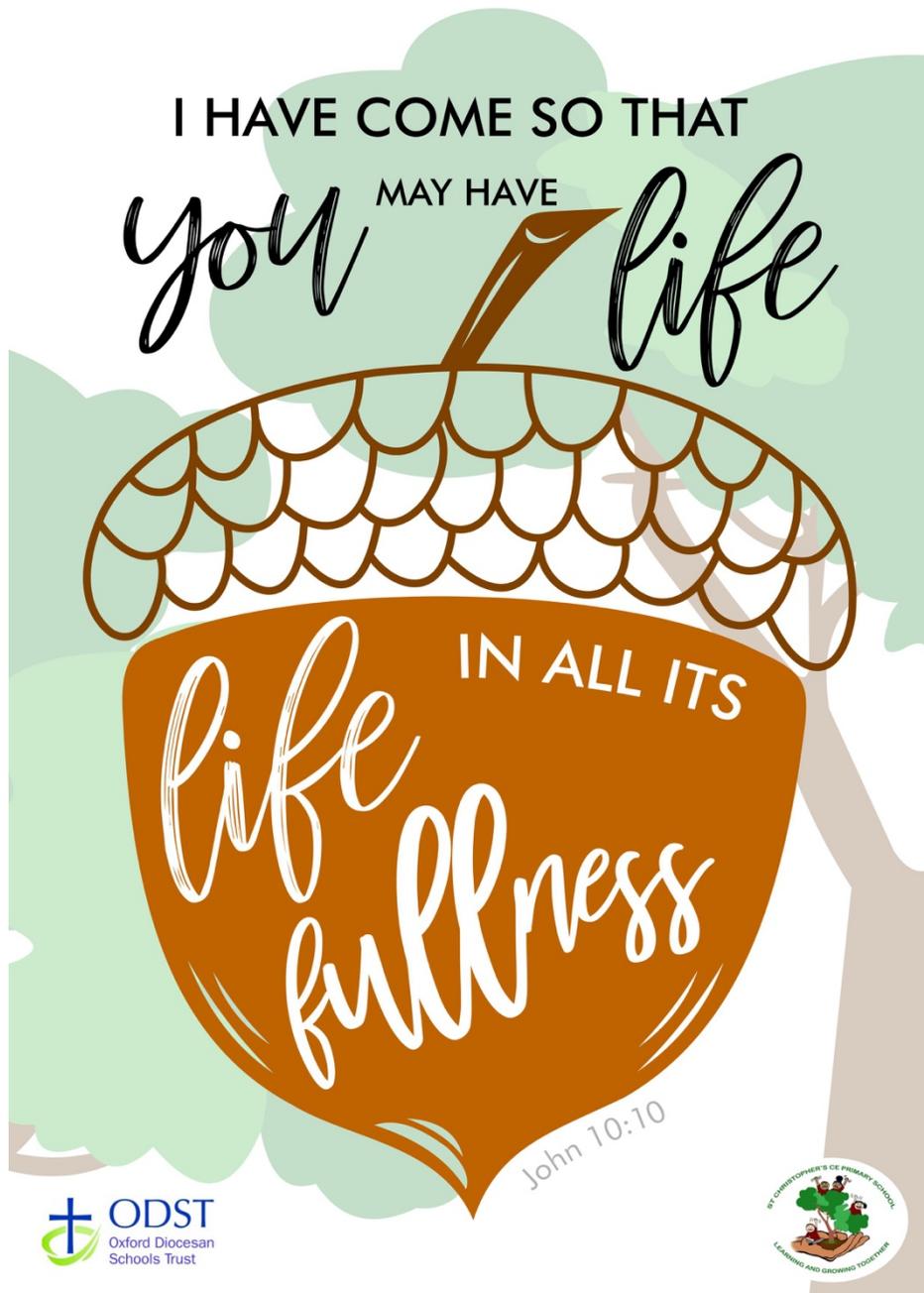


St Christopher's Primary School Cowley

Remote Education

January 2021





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 document.

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 class teacher will be in touch to ensure that children can access the online learning (Purple Mash or Google Classrooms). If not, they will talk you through how to log on and access the learning. If you cannot access the learning as you have no devices to do so, you may be contacted regarding the loan of a device. We have a very small supply. Any children who will not be able to access the online learning will be given a paper pack to work through.

Work will be set online by 12pm on the second day after the school is closed or the child is 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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, science may be adapted as some of the resources needed for investigations may not be available at home.



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:

Nursery: 1 – 2 hours

We would recommend a 10 minute focussed activity and then a break.

Reception: 2 hours

We would recommend that the learning is split into 10-15 minute focussed sessions, then a practical activity and then a break for the children

Years 1 & 2: 3 hours.

Years 3, 4, 5 & 6: 4 hours.

This time will consist of lesson introductions (videoed or read), for maths, literacy and reading each day and then work to be completed independently. There will also be other curriculum lessons (one or two) each day with introductions/videos/instructions followed by individual activities.

We would expect children to read for up to 30 minutes a day as well as practise their times tables. The class teachers will also recommend additional activities/learning games such as Joe Wicks morning workout or whole school assembly links.

Accessing remote education

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

Nursery have a private Facebook page with activities and ideas for parents to follow and post their work.

Reception also have a private Facebook page with activities and stories read by the staff.

Years R, 1, 2 & 3 lessons and resources can be accessed through PurpleMash

Years 4, 5 & 6 lessons and resources can be accessed through Google Classroom



These can both be accessed using your child's log in. Any difficulties logging in, please contact your child's class teacher via the class email address:

Nursery@st-christophers-pri.oxon.sch.uk, Reception@st-christophers-pri.oxon.sch.uk,
Year1@st-christophers-pri.oxon.sch.uk, Year2@st-christophers-pri.oxon.sch.uk, Year3@st-christophers-pri.oxon.sch.uk,
Year4@st-christophers-pri.oxon.sch.uk, Year5@st-christophers-pri.oxon.sch.uk,
Year6@st-christophers-pri.oxon.sch.uk

Year groups may also send out a weekly newsletter and/or suggested timetable for each new week with links and lessons.

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 very limited number of appliances e.g. chromebooks provided by the government for us to lend out to children. Those devices will be lent out initially to Year 6 children and then working down the school. If you have no devices to access the learning, then please make sure your child's class teacher is aware of this so that your name can be added to the waiting list and your child can be sent paper copies of materials in the meantime. We can also apply for additional data on your behalf if you meet certain requirements. Please contact the school office regarding this.

If your child is completing the work on paper, please take a picture and email it to the class email address. E.g., Year4@st-christophers-pri.oxon.sch.uk If you cannot return work in this way, then paper copies can be sent back or dropped in to the school office.

New paper packs will be sent out weekly but please bear in mind that with postal delays, these may not arrive in time for 9am Monday.

How will my child be taught remotely?

We use a range of remote teaching approaches:

- recorded teaching - This may be your class teacher or another adult in school or a national resource such as The Oak Academy.
- printed paper packs produced by teachers



- reading books
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

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 the children to complete the work set every day and respond to any feedback/marking they may have received. It would be best if checking their feedback was the first thing the children did when they log on.

We understand that it may be difficult for children to work at set times when they may be sharing technology but we would expect the work to be accessed every week day.

We would ask parents to encourage your children to stick to a daily routine for their learning where possible.

The work set should be accessible to the children, particularly in older age groups and they should be able to complete the tasks set independently. Parents should be available to answer questions where possible but we understand that they may also be trying to work. It would be good to set aside some time during the day to go through what your child has done and help where possible.

Younger children may need more guidance to access tasks.

It would be beneficial for children to have regular breaks from their learning

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

Teachers and TAs will be monitoring the work being done online or sent in via emails throughout the school day. If a child has not logged into the site one day, you will receive a call the following day to check everything is okay. (KS1 & 2)



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:

Teachers and TAs will be looking at all the work completed and assessing the children's progress/areas that need developing. Understanding will also be assessed by questions answered.

Every piece of work your child completes will receive an acknowledgement e.g. "Excellent ideas" or more in depth feedback such as: Can you develop your writing further by using direct speech?

It would be very helpful if parents/carers were to let the teacher know if they had to support their children to any great extent with a piece of work as the teacher can then give follow up support.

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:

We understand the difficulties you may face supporting younger children in Nursery and Reception or children with additional learning needs.

For Reception and Nursery children, you are going to need to do more hands-on support. We would recommend that the learning is split into 10-15 minute focussed sessions, then a practical activity and then a break for the children in reception and 10 minute focussed sessions for nursery followed by a break.

Class teachers will set work for their SEND children who cannot access the class learning. This may include practical activities with instructions. If your child is struggling to access the work set, then please do contact the class teacher or Mr Alexander the SENCo



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?

During the full lock down, children who are self-isolating will have access to the same learning undertaken by the rest of the class.

If an individual is isolating when the school is open, then work will be set for them within the same time frame but may have more generic content and feedback will be less frequent as the teacher will be teaching their whole class. The work may also be set for the whole week rather than daily but with the expectation that the children will work through the week's work daily.