

Cassop Primary School and Nursery



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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?

Children will already have a log on for Teams / Parents will already have a log on for Tapestry. Work will be uploaded to these sites.



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, in Music and PE we are not able to take part practically as a whole class or group. Likewise, in MFL (French) we are not able to practice the group speaking element. Other subjects may be taught differently dependent on the availability of resources such as Computing, Art or DT.

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	In line with government guidance: 3 hours a day, on average, across the school cohort
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Accessing remote education

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

Class 1 – Tapestry (Nursery / Reception)

Class 2- Tapestry (Year 1)

Classes 3 – 6 Teams (Years 2 – 6)

Myon reading will be available for children at this stage of their reading.

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 will survey parents to identify who does /does not have IT / internet access
- Once an agreement form is completed we will lend laptops or tablets to pupils that do not have adequate IT resources where resources allow
- We may be able offer provision in school for children without adequate resources at home
- We will work with the DfE to secure resources to support families
- For pupils that do not have any online access we will provide printed materials – this may be either via collection or drop off if the whole family are isolating.
- For pupils without online access completed paper materials can be returned to school for marking and feedback.

How will my child be taught remotely?

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

- live teaching (online lessons), for eg if the teacher has to isolate and the class are in school
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets) if internet access is not available
- textbooks and reading books pupils have at home
- Myon reading activities
- 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
- We appreciate that not all children have IT access at what would be the actual lesson times therefore live lessons are not appropriate.



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 children to log on to their remote learning on or before 9am, as if they were in school (or to commence remote learning at 9am if working from paper packs). *This work does not need to be completed at 9am however we need to know children have seen their work*
- We expect children to engage in at least 3 hours of remote learning per day.
- We expect parents to support remote learning by setting routines to support your child's education
- We expect parents to support remote learning by contacting the school via email should they encounter difficulties.

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

- We will check engagement with remote learning at least daily via submitted work, emails home, telephone calls or feedback.
- Where engagement is a concern we will make contact with parents/carers either through email or phone call.

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:

- Feedback using teams class notebook; comments on Tapestry and comments on assignments on Teams.
- Telephone calls home
- Pupils will receive daily feedback in some form.



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 will work with families to deliver remote education for pupils with SEND by differentiating work and following targets from short notes or support plans; issuing additional resources; providing more detailed feedback
- For our younger children we will work with families to deliver remote education via Tapestry and physical resources such as reading books and tricky word books to support phonics.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education 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?

The approach we will take will ensure that individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. This will be via teams and may include either pre-recorded video clips or links to websites such as the Oak academy and White Rose Maths to support learning.

There may also be an emphasis on consolidating basic skills such as spelling, reading and times tables – all essential skills in the progression of learning.

