**The Piggott School: Charvil Primary - Remote Learning Expectations for Pupils and Parents**

Schools have been asked by the DFE to provide information on their school websites about how remote learning will be provided and what parents and carers should expect from their school.

**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**

At The Piggott School: Charvil Primary, pupils should expect to receive a broadly similar curriculum to what would have been taught in school. In order to support families in accessing the work, some content may have been adapted to make it more accessible remotely but our intention is to challenge and scaffold work for pupils in the same way we would 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 pupils broadly the following number of hours each day:

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| Foundation Stage | Approximately 2.5 hours a day  Maths – 30 minutes  Phonics – 20 minutes  Reading – 15 minutes  Handwriting – 10 minutes  Other core subjects 20-30 minutes  Topic activities – 30 minutes  Physical activity – 15 minutes  These activities are likely to be broken into smaller chunks. Ideas and resources are provided by email and uploaded to SeeSaw.  Children in Foundation Stage who learn primarily through play based activities, will further embed their learning during their own self-initiated play at home. Activities such as small world play, model-making, drawing and painting are particular examples of the things children can do to consolidate the skills they are learning. |
| Key Stage 1 | At least 3 hours a day on average. 3 lesson introduction videos followed by independent work.  English – introductory video followed by independent work - 1 hour  Maths – introductory video followed by independent work - 1 hour  Non-core subject – Introductory video followed by independent work – 45 minutes  Phonics (Year 1) – 15 minutes  Spelling or Handwriting (Year 2) – 15 minutes  Guided Reading – 20 minutes  Numbots or Times Tables Rockstars.  Reading for at least 10 minutes per day. |
| Key Stage 2 | At least 4 hours a day:  Guided Reading – 30 minutes  English – introductory video followed by independent work – 1 hour  Maths – introductory video followed by independent work – 1 hour  Teams meeting – 20 minutes per day  Non-core subject – Introductory video followed by independent work – 1 hour  Spellings – 15 minutes per day  Times Tables Rockstars – 15 minutes per day  Reading for at least 20 minutes per day |

**Accessing remote education**

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

If you are unable to access any of the below platforms please email your child’s class teacher or charvil@piggottschool.org

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| Year Group | Learning platform/s |
| Foundation | SeeSaw  Google Classroom  MS Teams  Numbots  Phonics Play  Espresso |
| Key Stage 1 | Google Classroom  MS Teams  Bug Club  Numbots/TTRS  Phonics Play  Espresso |
| Key Stage 2 | Google Classroom  MS Teams  Bug Club  Numbots/TTRS  Mathletics  Phonics Play |

**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:

* Information has been sent regarding our loan scheme of Google Chromebooks. This can also be found on our webpage or by contacting your child’s class teacher.
* If you have a poor internet connection please get in touch with Mr Hillerton directly
* If you require printed versions of the remote learning made available please contact your child's class teacher
* Two return boxes set up for Foundation and Key Stage 1 and another for Key Stage 2. These will be checked by staff in school and work will be scanned to the relevant teacher.

**How will my child be taught remotely?**

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

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| In this section, please list the range of approaches you use to teach pupils remotely.  As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.  Some examples of remote teaching approaches:   * live teach meets – used for a mixture of wellbeing, reading enjoyment, question and answer and introducing new material, reinforcing School Values * recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, Espresso, video/audio recordings made by teachers) – the majority of work provided should be recorded by our teachers. In the circumstances in which a teacher is ill, we may have no other option but to provide Oak National Academy work. * printed paper packs produced by teachers (e.g. workbooks, worksheets). Please request this if you need it. * reading books pupils have at home or which are accessed by subscriptions offered by the school. * commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. links to YouTube videos, museums, galleries and including those platforms identified in the table above |

**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 understand this is a difficult time and some circumstances make supporting remote learning more straight-forward than others. The Piggott School: Charvil Primary will continue to provide, as a minimum, the work set out in this document. Parents and carers are free to make decisions about what is manageable and achievable for their own children. Our teachers are available to discuss engagement and support if this is required. If there has been no work submitted or contact has not been made with a family in any given week, contact will be made with home to see what further support the school can provide.
* It is understood that for varying reasons, pupils will need to access learning at different times throughout the day, perhaps due to device sharing or perhaps to fit around parental work schedules. A suggested timetable will be uploaded to the relevant platform each week which will include links to live meetings.

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

* Google Classroom records submitted work. Where work is uploaded in bulk under one assignment, teachers will record all of the work handed in.
* If teachers are concerned that there has been a lack of engagement, or if no work is handed in, teachers will communicate with parents via email in the first instance to see what support can be provided and outline an expectation for work completion in the following week. This would be followed by a phone call if the agreed work is not submitted. Where no contact is made with a pupil in any given week, teachers will phone the parent to discuss support strategies.

**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 will be read and reviewed by the teacher. Some of this work may require written feedback but written feedback will only be provided where it can move learning forward for the pupil concerned. Other forms of feedback may be in the form of answer sheets uploaded for pupils to self-mark, or automated marking of work using digital platforms including Google Quizzes. Self-assessment and marking is seen as a key skill in developing ‘metacognition’ through self-monitoring and evaluating their work. Teacher feedback will support and enable pupils to be able to do this better and more independently over time. For younger pupils, verbal feedback may be given if this is more appropriate.
* Ongoing teacher assessment will also be used to inform teacher’s planning so that tasks are set based on what pupils are able to do and what they need to learn next. These tasks may be in the form of a follow up starter activity based on assessment, or work may be set again in a few weeks to see what knowledge and understanding has been retained.
* Where work has been given feedback by parents, siblings etc. please continue to submit this to the teacher as professional support and advice can still be given.
* All pupils should expect to receive feedback on 2-3 pieces of work per week, as a minimum.

**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:

* Some work may be adapted to suit the specific needs of your child, if additional scaffold or support sheets are not already outlined on the work. School run interventions which can go ahead are continuing to do so via platforms available. The Special Educational Needs Co-ordinator will be in touch if there is a relevant intervention going ahead for your child.
* Our youngest pupils in Foundation and Year 1 are being provide work which is manageable, accessible and engaging for them. Work may be more active than it may have been in school in order to engage our youngest pupils but work expectations are outlined and made clear on the relevant class platforms.

**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?**

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| As the school is currently managing remote learning for those at home and school-based learning for those in school during this Lockdown, the provision is the same as outlined above. In situations where pupils are self-isolating and are ill, please get in touch with the school so that we know not to contact you if work is not provided. There is no expectation for a pupil who is unwell to complete the work provided. |