



Appendix A

Remote education provision: information for parents

This information is intended to provide clarity and transparency for pupils and parents or carers about what to expect from remote education at Christ the King Voluntary Academy, where national or local restrictions require entire cohorts (or bubbles) to remain at home. It is to be read in conjunction with the Academy's Remote Education Policy

Information about what to expect where individual pupils are self-isolating, is also included in 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?

Your child has been sent home with a learning pack. In this, there is a letter outlining how the pack is to be used, in the event that your child's class has to move to remote learning. The pack is not to be completed UNLESS your child is required to learn from home for any reason and is to be used in the first instance whilst full remote teaching and learning is implemented. Packs are consistent across Key Stages and staff have discussed the most appropriate work to send home.

In **EYFS**, a pack will contain the following:

100 Things to do indoors (activity ideas)

- Pencil control workbook
- Abacus maths booklet 1
- Phase 1 phonics booklet
- Tricky words
- Ten frame
- Number counting strip
- Mindfulness colouring

In Key Stages 1 and 2, a pack will contain the following:

- A home learning exercise book
- Statutory year group word list
- KS2 – 2 x Twinkl reading comprehensions
- 2 x Twinkl SPAG mats or phonics sound mats (depending on Key Stage of the child)
- Key skills relevant to your class e.g. handwriting (as class teacher deems appropriate)
- 4 x Maths skills sheets



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- Don't Eat Your Slime science experiments
- Log in for Century online learning platform (KS2 only)

Your child will also need to continue to read daily and there are some resources included in the pack to support this. Please record all reading done in their reading record, including reading for pleasure books from home. If you register with Oxford Owls online, there are also reading books from our reading scheme on there that would be available to access when your child has finished the reading books they take home. This will enable your child to continue to build on their reading fluency, comprehension and enjoyment, and will allow us to see how they have been getting on with their reading during any period of home learning. This pack is designed to enable your child to continue to learn from home for a short time and is focused on key skills they need to continue to develop.

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 planned curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, our PE curriculum topics may be taught in a different order, or new expertise brought in, so that there are still taught sessions of PE available for all children, linked to a particular sport or curriculum area. Art and DT may also be taught via the vehicle of particular topics, in order to maximise the children’s understanding and the building of skills and knowledge in a relevant and manageable way within the time constraints of teaching and learning remotely. PSHE topics may also be moved around in order that the most relevant learning is taking place in light of the current situation e.g. Online Safety, or Keeping Healthy might be more relevant in the first instance during periods of remote learning.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

Key Stage 1	3 hours minimum
Key Stage 2	4 hours minimum

Accessing remote education

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

- All children will have their own log in for Microsoft Teams. This will be used for live lessons, small group work and 1:1 sessions as appropriate.
- Our school app and website will be used to provide information and updates about home learning, as well as signposting to relevant and useful resources.



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- Each teacher has a class email that parents have access to. This will be used to share information, keep parents updated and to set and deliver work for each day. Parents can also use this direct channel of communication to ask questions or send their child's work through to the class teacher for feedback.
- In Key Stage 2, all children will have their own log in for Century – an online learning platform. Century will be used to set assignments and upload resources, as well as being a place for children to submit their work and for teachers to mark and feedback on this work.
- All children have access to Times Table Rock Stars in Key Stage 2 and Education City in Key Stage 1 in order for them to practise and keep basic skills sharp.

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 collect information from parents regarding any difficulties they may have in accessing online learning e.g. a lack of devices, a lack of internet, or poor quality connectivity.
- Where parents inform us that they do not have access to devices such as laptops or tablets, we will provide Chromebooks which will be signed out and then returned at the end of any remote learning period. We can deliver these if parents are unable to collect them.
- Where parents inform us that they do not have internet access, we will provide WiFi dongles and SIM cards that can be used as personal hotspots to enable the children to access their remote learning online.
- Pupils who do not have online access will be encouraged to access the learning in school. If this is not an option, then provision will be made through printouts and delivery of work back to school for marking. This would be organised on an individual basis, together with parents.

For support with access to online learning please contact the school on: 01773 832919 or email your child's class teacher using the relevant colour below and the rest of the address as follows:

Nursery: red@christtheking.derbyshire.sch.uk

Reception: orange@

Year 1: yellow@

Year 2: green@

Year 3: blue@

Year 4: indigo@

Year 5: violet@

Year 6: rainbow@



How will my child be taught remotely?

- There will be live teaching or videos each day and class teachers will provide a guide timetable of what the children should be doing each day. Across school, we have staggered live teaching in order that siblings can still access live lessons if they are sharing a device. Your child's class teacher will provide your child with their class times for live lessons and will also send through your child's log ins. Full details of live lessons will be sent out via class emails.
- Children will be set work either via videos, tasks or worksheets and activities. These will be emailed and, in Key Stage 2, put onto the online learning platform (Century). Tasks set will need to be completed and emailed back to teachers in order that feedback can be provided or further learning planned for. Again, details of exactly how tasks need to be completed and shared will be given for each lesson.
- Attendance at live lessons will be monitored and recorded in order to ensure that children who are learning remotely are managing to access the lessons. This is important so that all children within each class are continuing to learn together. **The learning happening remotely will be exactly the same as the learning happening in school in order that no child is at a disadvantage.**
- Times have been put aside to give children the opportunity to interact with their class teachers and peers, as well as times to share and participate with work they have completed at home.

It is important to say again that children will be learning and accessing materials in the same way whether at home or in school in order that all children continue to learn as much as possible in these difficult circumstances. Wellbeing and mental health is still of the utmost importance and teachers will be signposting resources, as well as directly working with children in order to support this.

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 appreciate how challenging this situation is for parents who are also working from home and who may have more than one child who is learning remotely. However, we could not do this without your support. We aim for the children to gradually become more independent in accessing the online materials, videos and live lessons, as they become used to this way of working. We expect pupils to show that they are engaging with the lessons set. All children will be required to access the live learning taking place and registers will be taken for these. We would appreciate your support in discussing the Code of Conduct with your child for these lessons and your availability in helping them to log in and access the learning within the live lessons.

Teachers will offer a suggested timetable to give your child a clear routine and structure to their day. This will be a balance of taught sessions, assignments, videos and will be a blend of written tasks and physical activity, as well as support for mental health and wellbeing. We would also expect parents to be contacting their child's class teacher if there are any problems or difficulties in accessing the remote learning, as well as supporting the children in uploading their work in order that they can access meaningful feedback from their teacher. Evidence of work for the majority of lessons or assignments will need to be submitted either via email or via Century in Key Stage 2.



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

Attendance at live lessons will be recorded and monitored. If your child is not accessing the live lessons, your child's class teacher will email you in the first instance to discuss any challenges you are facing in accessing these. Where emails are not responded to, a phone call will be made and alternative options, such as your child needing to attend school, will be discussed and a plan for moving forward will be formulated.

Class teachers will keep a record of evidence of work completed that they receive. Where children are not evidencing that they have completed a significant proportion of the assignments and tasks for that week, the class teacher will then email or call as outlined above. Where needed, personalised approaches to engage learners and support parents, will be discussed and implemented.

How will you assess my child's work and progress?

Feedback can take many forms and will 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:

- Where children's work is emailed to class teachers, they will endeavour to respond with their acknowledgement and feedback within the week that it is sent.
- In Key Stage 2, when children submit their work via Century, the teacher will keep a record of work submitted and will provide feedback. This will either be typed, or recorded as an audio or video for the children. Virtual stickers will also be issued.
- Certificates will be awarded in recognition of engagement and effort with remote learning and these will be emailed out to parents.
- Feedback during live lessons will be instant, verbal feedback.
- Once a week, in Key Stage 2, children will be provided with a more detailed feedback on a piece of their writing, marked against success criteria and offering clear next steps.
- Where needed, one-to-one or small group sessions may be offered to go through content that children are finding challenging, or where support to develop key skills is needed.

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 offer a place to children with SEND in school, in the first instance, in order that their learning journey continues as far as possible like it was before.
- We will access support from outside agencies such as SSEN, in order to ensure relevant support is available at home.
- Teachers will work with parents of children with SEND in order to personalise provision where possible and realistic. This will include clear expectations in line with the individual child's



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own age, achievement, strengths and the areas they find challenging. Appropriate resources and support will also be signposted and close links with parents maintained.

- Targets that the child has been working towards will continue to be in place and work may focus on these areas. These targets will then be reviewed via a meeting (either virtual or face-to-face where possible) every term.
- Teachers and teaching assistants may offer small group or one-to-one focused sessions for children with additional needs.

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?

- Work packs may be sent home that are age and stage appropriate and which focus on key skills taken from the curriculum.
- Where appropriate and realistic, children will be offered access to lessons within the classroom via Teams. These will be organised with parents and timetabled clearly for each day / week. This will enable children, particularly those in Key Stage 2, to continue to access their learning and to receive feedback that is responsive to their needs “in the moment”.
- For younger children, where accessing live lessons for long periods of time may not be useful or appropriate, class teachers will use their class emails to communicate and send work to parents. Parents will then be able to return work in order to receive feedback.
- In Key Stage 2, Century may be used in order to set clear assignments for children through which they can submit work and receive feedback.
- Where class teachers continue to teach full-time in school during an individual child’s period of self-isolation, resources that support and complement the curriculum in school will be carefully selected. This may include resources from Oak Academy, White Rose Maths, The Training Space, or BBC Bitesize, where video explanations are given and clear teaching is provided to support the children in their learning. These resources will be selected to cover a range of subjects being studied across the curriculum and will be in line with year group expectations.