



Remote education provision: information for parents

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education where national or local restrictions require a full or partial closure and children are to remain at home.

For details of what to expect where individual children are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to children at home

A child'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 children being sent home?

TEAMs is now well established within our school to support the remote learning of all our children in Years 2 – 6. Children in the Foundation Stage and in Year 1 will receive their home learning via Tapestry.

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?

During remote learning sessions, staff aim to teach the same curriculum remotely as they do in school. They will do this wherever possible and appropriate. However, they may need to make some adaptations in some subjects. For example those practical, foundation subjects. Foundation subjects are pre-recorded and would therefore lose the interactive element of a session.

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 children broadly the following number of hours each day:

Foundation Stage and Year 1	Up to 3 hours a day on average across these year groups.
Key Stage 2	Up to 4 hours a day on average across these year groups.

Accessing remote education

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

Children in Foundation Stage and Year 1 will access their home learning through Tapestry as this is already familiar to those families. For children in Years 2 – 6, TEAMS will be used.

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

If a child does not have access to a computer/laptop and/or the internet, the school will do all it can to support them, either through providing a device or paper packs of work. Every effort will be made to close the digital divide for our families. Parents will be encouraged to approach school to make them aware of any barriers they may be experiencing.

Parents can contact the school via the office email or by telephone.

How will my child be taught remotely?

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

For children in Years 2 – 6, TEAMs will be used to deliver a daily live session in the morning. These are scheduled to enable any child within the household to access this event. Maths and English lessons are pre-recorded for each day and there is provision for afternoon sessions focused on the foundation subjects. Other useful websites are shared with parents on the school website. Packs of work are created for children who struggle with accessing using a device and textbooks, reading packs and exercise books for children to record their work, can supplement these.

Charlton recognise the amount of time that children are required to face a screen and so, 'Screen Free Friday' has been introduced for the afternoon and children are encouraged to partake in an active or crafty activity.

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?

It is expected that children will attend each of the daily live sessions, and engage and submit work for each of the sessions set. We understand there will be times when the completion of remote learning is proving challenging for a child and/or family and we ask that the child completes what they can. In these situations, we ask that the parent/carer makes contact with the class teacher via the school office so that further support can be offered.

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

One teacher within the year group is scheduled to be on 'remote learning' duty, and one to support the children who are learning in school (Key Worker/vulnerable). The remote teacher will be available during the day to respond to children's questions, leave feedback for work and to monitor the TEAM for activity. Regular contact is made with any child who we feel is disengaged from the remote learning package.

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 children's work is as follows:

Children's work will be acknowledged by the teacher responsible for the remote learning. Assignments that are uploaded by the children will receive more formal, detailed feedback and a child should receive this at least once a week for English, maths and a foundation subject. If a piece of work is uploaded to share with the teacher out of assignments, this is celebrated using praise stickers.
Special efforts are celebrated during the daily live sessions.

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 children, for example some children 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 those in the following ways:

All children who have an EHCP in place will be offered a place in school for the duration of a partial or full closure. Our SENCo and / or a Teaching Assistant, alongside the class teacher will contact any child with a particular SEN need, to adapt the provision they receive.

Each class teacher have identified those families who may require additional contact and our team of Teaching Assistants will arrange 1:1 video calls with these children. Our ELSA will also continue with the delivery of session with identified children via video call.

Remote education for self-isolating pupils

Where individual children 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 children 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?

Should a child be absent from school short term, due to the need for isolation and/or awaiting a test result, English and maths worksheets and presentations delivered in class (if appropriate) to be emailed or delivery/collection arranged.

Should this occur during a partial or full closure, the child will continue with the remote learning provision available to all children.