



Corporation Road Community Primary School

Our Remote Curriculum Approach

This information is intended to provide clarity and transparency to families about what to expect from us in relation to remote education - if restrictions require entire cohorts (or bubbles) to remain at home, or if individual children are self-isolating (see last section).

The information is organised by the key questions that families may have regarding our online learning offer.

If a sudden closure is needed, what will the first one or two days look like for us as a family?

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. As such, in the first day or two of a longer period of closure we will:

- Expect children to read their current reading books, practise their spellings and times tables and complete any other work which has already been set by the teacher via Seesaw.
- Log in to the Seesaw app to complete any additional work set by the class teacher.

How does the substantive remote curriculum align with the 'normal' school curriculum?

- The remote curriculum which the children will follow closely mirrors the learning that would have taken place in the classroom. For example, children will still progress through our phonics and maths scheme at the same pace as if they were in school, where possible.
- The remote curriculum will also encompass the vast majority of subjects that the children experience in school. Whilst some learning experiences that would have taken place in school are simply not possible via remote learning (e.g. the more practical aspects of the Design Technology, Science, PE and Computing curricula), teachers will either move this learning to a period when children return to school, or source alternative theoretical learning to mirror the learning intention (e.g. a video of a science experiment, or online simulation).
- Whilst PE cannot be taught remotely, we do expect that children take part in physical exercise and challenges as directed through our remote learning tasks.

How are days of remote learning structured? How will you teach my child and what will a day look like?

Each day, we aim to ensure that our children take part in approximately 3 hours of teaching and study time. This is achieved by...

- Live daily teaching of reading, writing, maths and one other subjects such as history or science. These lessons will be outlined in specific year group timetables.
- After the live input, children will be set tasks to complete independently. During this time, teachers will be live to support children and ask any questions.
- We will also provide children a timeslot for them to read their home reading book to their teacher.

In addition to this, children will also receive phone calls as part of the rolling programme of individual 'check ins' or to support learning following a review of work from the class teacher.

Exercise books will be sent home to support the taught sessions and to facilitate appropriate recording. Photographs of this work will be uploaded to Teams for feedback.

Which tools and platforms do you use in order to deliver the remote learning?

- Teams – this is the primary hosting platform – where all tasks are 'housed' and children can respond to tasks set. This can be accessed via an app or website link.
- Epic or Read Theory – these are the online reading platforms which children use to access additional reading. Class teachers will provide logins.
- Times Table Rock Stars – an online platform that children will be directed to so that they can practise their times tables.

We do not expect families to have access to any specific software or printing facilities – as all requirements are housed within our platforms.

What if we don't have the 'kit' needed for online learning?

We recognise that for some families, remote education is daunting and may not have the equipment that is required. In order to help, we can:

- Provide a limited number of laptops to families for free, through a home-school loan agreement.
- Source 4G mobile internet for families who do not have internet in the family home.
- Provide a place in school, where vulnerable children and critical workers are able to attend. Not being able to access any home learning can make a child 'vulnerable'.

These discussions will be had with families as soon as closure is announced – if not before. During the first day of school closures, all families at home will be contacted to ensure that they are prepared and able to support the remote education plans at home.

How much do you expect children to engage in the learning and what will happen if you are concerned about levels of engagement? How will you support us as a family?

- We expect all children at home to engage in the teaching and study activities set each day.
- If a child does not access home learning for more than one day, a call home is made to see how school can remove any potential barriers so that remote learning can resume. This may include staff providing additional tutorials online to show families how to access specific learning tasks, or staff supporting families to plan effective remote learning routines. If these cannot be embedded or prove unsuccessful, a place may be offered in school, where vulnerable children and critical workers are able to attend. Not accessing any home learning can make a child 'vulnerable'.
- We have deliberately ensured that the teaching is live and recorded to support families who have several children at home (who may share a device), or where adults may be home-working – so that the tasks can be completed as flexibly as possible.
- The daily 'open Teams' is designed as an opportunity to support children and families each day. Staff also have time built in to the day to phone parents and respond to emails from families who have queries or concerns.

How will my child receive feedback on their learning?

- The Teams platform allows teachers to feedback on all individual pieces of work. Teachers have allocated time to provide this feedback each day.
- The rolling programme of phone calls give an opportunity for staff to praise and feedback in more depth, where required.

What will happen if my child has additional needs and requires additional support?

- Each day, staff review engagement and achievement of all children in their class. If a child appears to require additional support, 1:1 phone calls or a 'Teams' meeting will be arranged.
- Tasks can be differentiated at individual level via Teams.
- Children who have an EHCP or support plan, who are not in school, will be afforded additional contact via the staff who typically support them in school. This will be additional to the general individual 'check ins' that are planned each week.

What will remote learning look like if my child is self-isolating, but the majority of the class are in school?

- Daily learning tasks will be allocated via Teams. These will match, or closely match, those that the children in school are completing. Engagement will be monitored and feedback and support provided in line with the above protocols.
- Children will have reading books and phonics activities allocated via Teams.
- If appropriate, some isolating children may join a lesson via Teams.

This information has been formulated in line with DFE guidance

<https://www.gov.uk/government/publications/providing-remote-education-information-to-parents-template>

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