



Cherry Orchard Primary 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?

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?

If pupils are sent home as a result of a bubble closure part way through the school day, we would expect them to spend the rest of that day completing maths activities on Manga High and reading their home reading book. Depending on the time of day, we may also send pupils home with worksheets to complete independently.

The first full day of remote education will be delivered via three live lessons per day (see below for details) and this will continue throughout.

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. All children will receive at least an hour's live lesson in English (including phonics in Reception, Year 1 and Year 2) every day, and an hour's live lesson in maths daily. Pupils will also receive an hour's live lesson every afternoon when science, history/geography, PSHE and RE will be taught. Some elements of the computing, music, art and design technology Programmes of Study will be taught remotely and some will only be taught in school due to the resources needed for these subjects. The computing curriculum has been extended to allow time for the children to be taught how to use the features of Google Classroom successfully so they can access their learning. MFL will continue to be taught in the summer term 2021.

Children who receive additional 1:1 or small group interventions will continue to receive these remotely, at least weekly.

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:

Key Stage 1	<p>The children will have 3 hours of live lesson time with their class teacher every day. This will be in three separate lessons with at least an hour's break between each lesson, and they will be expected to complete their independent tasks during this time.</p> <p>In addition to this, children will have access to reading scheme books online, Manga High maths activities and spellings to practise.</p>
Key Stage 2	<p>The children will have 3 hours of live lesson time with their class teacher every day. This will be in three separate sessions with at least an hour's break between each lesson. They may complete their independent tasks during this time, but may also be expected to take time outside of the live lessons to complete activities or revise and resubmit work as a response to feedback.</p> <p>Pupils are also expected to spend 30 minutes a day reading their reading scheme book online, as well as joining in with a daily 30-minute exercise session. This equates to 4 hours per day of directed time.</p> <p>In addition to this, the children will receive homework tasks such as researching a topic, practising spellings and completing maths activities on Manga High.</p>

Accessing remote education

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

At Cherry Orchard Primary School, we use Google Classroom to deliver online remote education.

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:

Chromebooks have been lent to all pupils who are in receipt of Pupil Premium funding. The school has worked with Birmingham Children's Trust to ensure that all pupils in care have received a laptop for home learning.

Chromebooks have also been lent to other vulnerable pupils where access to remote education is challenging.

The school has given Vodafone SIM cards to parents of pupils who do not have internet access at home, and has also applied for temporary unlimited data from mobile phone providers on parents' behalf.

In exceptional circumstances, children have been provided with printed materials to complete at home. Where individual arrangements have been made, materials are made available for collection from the school office on a weekly basis and completed work is expected to be returned to school on a weekly basis for marking and feedback. Materials can also be emailed to parents who have internet access, but in these cases, parents are strongly encouraged to allow their children to attend the live lessons.

Vulnerable children with no access to a suitable device at home have been given a place in school while we obtain further devices to lend out.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

- live teaching (3 online lessons per day). Children's independent work assignments should be submitted after each lesson so that teachers can provide feedback.
- recorded teaching sessions made by teachers (one per week to allow for PPA). Children's work assignments should be submitted.
- video clips from commercially available websites may be used during live teaching. Pupils may also be instructed to view such material prior to a live lesson as a form of pre-tutoring.

If a class teacher is too ill to deliver live lessons, the children will access the live lessons being delivered by the other teacher in the year group. Note that in this case, feedback on work after the sessions may not be received by all pupils.

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?

Pupils are expected to attend the following daily live lessons:

Infants	9.00 – 10.00		11.00-12.00		1.30 – 2.30	
Juniors		10.00-11.00		12.00 – 1.00		2.30 – 3.30

This timetable has been arranged to allow families with an infant and a junior child to share a suitable device through the day.

Parents are expected to ensure their children log into the live lessons on time and submit their work after the lesson. Parents should not need to do the work with their child.

Training for logging on and accessing live lessons and the work stream and turning in assignments has been provided for parents, and training videos have been shared with parents via newsletters. A survey was also sent to parents after the first two weeks of live lessons to allow them to explain any difficulties they might be having. This informed the content of further training videos.

Parents are also expected to ensure that their children complete their homework tasks and read their online reading book daily.

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

Pupils' engagement with remote education is monitored daily. Same-day calls are made to parents of children who do not attend the live lessons to establish the reason for the absence. If the absence is due to an issue with access to remote education, the class teacher will inform a member of SLT who will contact the parents.

If attendance in live lessons continues to be poor but the pupil is completing the work and sending it in to their teacher, this may be allowed.

If attendance in live lessons continues to be poor and the pupil is not completing their work, a member of SLT will contact parents to discuss how we will work together to support the child. A member of SLT will also speak to the child.

Any contact with the parents will be recorded on CPOMs.

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

Our approach to feeding back on pupil work is as follows:

Feedback takes place daily. Some quizzes are marked automatically and the teacher then evaluates class's performance and addresses misconceptions in next day teaching. The school encourages teachers to adapt next day teaching after monitoring pupils' work.

Google Classroom allows teachers to feedback directly to pupils through written comments or verbal comments. In the exceptional cases where pupils are completing their work on paper, finished work should be returned to school on a weekly basis for marking and feedback.

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:

Parents of pupils with an EHCP will be encouraged to send their child into school. EHCP pupils at home receive twice-daily 1:1 live sessions to work on their EHCP targets. Arrangements will be made for other professionals such as OT and SALT to deliver 1:1 interventions remotely.

Pupils in Nursery and Reception should attend three live lessons per day, to include daily phonics and maths lessons, as well as KUW, PSED, PD and EAD over the course of each week. These lessons may be shorter than 1 hour each and will be as interactive as possible with the class teacher.

Reasonable adjustments have been made for pupils with SEND on an individual basis. Packs of concrete resources have been given to pupils to support their home learning.

Children who receive additional 1:1 or small group interventions in school will continue to receive these remotely in addition to the live lessons, at least weekly.

The pastoral team will continue to deliver 1:1 pastoral support where necessary, at least weekly for the vulnerable pupils who are learning at home.

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?

Class teachers will upload lesson presentations and work tasks onto Google Classroom to ensure pupils who are self-isolating are able to complete the same or similar work to the rest of the class.

Pupils will be expected to turn in their assignments on Google Classroom and feedback will be given on a daily basis.