



**The Calder Learning Trust**  
**Remote Learning Provision**  
**January 2021**

## **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?**

At Calder High, all classwork materials should be available from a students' class channel on Microsoft Teams. Work will be provided for all timetabled lessons, so students are able to follow their usual timetable.

At Calder Primary, if your child is told to self-isolate for 14 days and is otherwise well, work will be emailed to you from your child's class teacher. This will include daily English and maths and weekly tasks for all other subjects across the curriculum in line with their current class timetable. Your child will also have daily live interaction by Teams or phone with their class teacher to discuss their work, progress, wellbeing and any other issues. In the event of a class bubble closure or school closure, pupils will be sent a weekly timetable and all their class work via the 'Class Charts Student' app.

## **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?**

- In Calder High, we teach the same curriculum remotely as we do in school. All class materials are posted on Microsoft Teams and live lessons are scheduled in the Teams channel for each class. However, we have needed to make some adaptations in some subjects. For example, in subjects with more practical lessons such as Technology and PE, the curriculum has been adapted to better suit home learning.
- Likewise, in Calder Primary, Remote Learning will follow your child's usual timetable which gives them their normal breadth of curriculum learning and will ensure that when pupils return to school they have not missed any key concepts.

## **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	3 hours
Key Stage 2	4 hours
Key Stage 3 and 4	5 hours

## Accessing remote education

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

At Calder High, the main vehicle for the delivery of remote learning will be Microsoft Teams. All lesson materials will be available for students to download, and live lessons will be scheduled in class channels. In addition, subjects will make use of a variety of other online platforms such as Hegarty Maths, Kerboodle and Oak National Academy resources across a number of subjects.

In the Primary phase, the pupils will be sent a weekly timetable and all their class work via the 'Class Charts Student' app. Their class teacher will deliver a combination of daily live lessons using Microsoft Teams, remote learning work and links to videos and resources utilising Oak Academy for videos and interact quizzes to give pupils a variety of learning tasks to help keep them motivated.

### 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:

- Identifying pupils and students for whom access is a barrier to remote learning via parental questionnaires and school communication.
- Requesting parents report any access issues to the [remotelearning@calderlearningtrust.com](mailto:remotelearning@calderlearningtrust.com) email address
- Contact made by Heads of Year at Calder High and by senior staff in Calder Primary to ascertain the exact nature of the access issue.
- Arranging collection of laptops or internet devices ( e.g dongles) supplied as part of the DfE laptop scheme.
- Maintaining a waiting list for devices when current supplies have all been distributed.
- Providing access to in-school provision where access still remains a barrier to learning.
- Any pupils who have been identified from the Home Learning Survey as not being able to take part in any remote learning online in Calder Primary, will have a weekly pack of work available for collection or delivery.

## How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences ( including Oak National Academy and BBC Bitesize and Times Tables Rockstars for example)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- high quality resources produced by other organisations e.g. White Rose Maths and Classroom Secrets SPAG for Primary age 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?

- All students will be expected to follow their normal timetable remotely. We ask that parents try to ensure a quiet space in which to work and encourage their children to get into a regular routine with the learning.
- We fully appreciate that not all pupils will be able to take part in all the 'live lessons', for example if their parents or secondary siblings are working on the equipment at the same time, and this will not preclude them from completing the work that is set. The timetable for live lessons will be made available in advance to help you plan, and all lessons will be recorded and available on your child's secure Teams channel to watch again at a different time that day.
- This means that your child will have full access to all of their subjects and teachers throughout the week and will have five lessons per day of work at Calder High and three/fours hours of work per day provided for Calder Primary.

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

- We will check pupils' engagement with remote education daily and use Class Charts (Calder High) or phone calls (Calder Primary) to inform you of any concerns. Engagement will be monitored not just by attendance at live lessons, as we appreciate this may not always be possible. Therefore we will also monitor the submission of the work set.
- If engagement continues to be a concern, Heads of Year at Calder High and class teachers at Calder Primary will contact parents and carers to discuss the issues and look at how these might best be addressed

## **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:

- Written feedback on identified pieces of student or pupils' work
- Whole class feedback on tasks produced and the modelling of answers to demonstrate a high quality response.
- Immediate, verbal feedback in live lessons and for answers to short tasks and quizzes which will be set to check student/pupils understanding of the work covered.

## **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:

- Regular scaffolding of written tasks to support students with their writing.
- Careful selection of text used in online lessons to ensure accessibility
- Pre-teaching of key vocabulary which will be used during the lesson.
- Some differentiation of resources to enable SEND students to access the work set.
- Regular contact from the key workers of SEND children to check on their progress and any concerns parents may have
- Live contact for pupils in reception and year 1, with the delivery of short phonics sessions to support families in delivering home learning
- Additional support for primary pupils to continue intervention programmes used in school, for example Nessy for dyslexia.

## **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?**

The approach for pupils and students who are self-isolating will be very similar in that all work will be set in the same way, with similar expectation of engagement for self-isolating students who are not suffering any symptoms.

Depending on whether a pupil/student is self-isolating alone or as part of a wider class bubble, the provision of live lessons will be more limited, though blended learning will take place where possible, with teachers streaming lessons from school for those at home to access. Where this is not possible, regular live contact will be maintained to check on progress and wellbeing.