



Government Expectations of School's Remote Learning:

- Remote education, where needed, is high quality and aligns as closely as possible with in-school provision: schools and other settings continue to build their capability to educate pupils remotely, where this is needed.
- Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown. All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.
- Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, we expect schools to have the capacity to offer immediate remote education. Schools are expected to consider how to continue to improve the quality of their existing offer and have a strong contingency plan in place for remote education provision by the end of September. This planning will be particularly important to support a scenario in which the logistical challenges of remote provision are greatest, for example where large numbers of pupils are required to remain at home.

In developing these contingency plans, the government expect schools to:

- use a curriculum sequence that allows access to **high-quality online and offline resources and teaching videos**, and that is linked to the **school's curriculum expectations**
- give access to **high quality remote education resources**
- select the online tools that will be consistently used across the school in order to **allow interaction, assessment and feedback**, and make sure staff are trained in their use
- **provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access**
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum

When teaching pupils remotely, schools are expected to:

- set assignments so that pupils have meaningful and ambitious work **each day in a number of different subjects**
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- **provide frequent, clear explanations of new content, delivered by a teacher** in the school or through high quality curriculum resources and/or videos
- gauge how well **pupils are progressing** through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- **plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers**
- schools to avoid an over-reliance on long-term projects or internet research activities

Should our pupils need to isolate for a fixed period of time, we will extend our home learning provision and provide 'Remote Education' with the following aims:



At CKIS we aim to provide the following through our remote education offer:

- To support children to continue their learning opportunities at home that are:
 - Not all linked to working on a computer – not all families have one or enough for each child in the family.
 - Prioritising our young children’s mental health and well-being - ensuring children feel safe and secure as learners in their home environment.
 - Rehearsal/practice of knowledge or skills already learned.
 - Introduction of new learning in an age and stage appropriate format.
 - Varied in terms of subject content or skills being developed.
- To maintain a level of communication between children and familiar adults at school.
- To ensure that we do not put additional pressure on families and teachers during this time.
- To ensure that we do not contravene safeguarding guidelines, being particularly mindful of the age and stage of development of our children.

We recognise that the default position for the government is that education and childcare settings will remain open. Our remote education offer will therefore be as follows for the following scenarios:

Scenario 1: A child is self-isolating at home – Due to own Covid 19 or through Track and Trace or awaiting test results (up to 14 days)

Scenario 2: A child is self-isolating at home due to the need to quarantine (14 days)

NB: There is no requirement to complete home learning if your child is ill during this period of isolation.

CKIS home learning (Kindergarten):

- Identification of learning opportunities to reinforce key learning linked to all areas of EYFS learning and development. Log-in information to be provided for Purple Mash (‘Mini-mash’) – all information to be shared through this platform.

CKIS home learning (YR-Y2):

- Log-in information to be provided for Purple Mash – all information to be shared through this platform.
- A suggested overview of a weekly timetable for the year group with the following linked resources and activities:
 - A weekly phonics video to recap the key learning that has taken place in school
 - Use of online resources ‘Oxford Owl’ (if we received notification of the need to lockdown during the school day, we will endeavour to provide each child with a section of reading books from school).
 - Maths activities for your child to complete at home that are linked to our current focus in class (deliberate practice activities, white rose maths resources and assigned tasks in ‘Mathletics’).



- Online and offline activities and links to support our current topic (including links to the video resources provided through Oak National Academy and BBC Bitesize). This will support learning within the Foundation Subjects using language known to our children, ie; 'as a Geographer', 'as a Scientist'.
- We recognise the importance of a healthy active lifestyle and will therefore provide daily links/ suggestions to online resources and activities.

Meeting needs for identified pupils with specific welfare needs and/or learning vulnerabilities (specifically those with My Plan + or Educational Health and Care Plans – EHCP):

- In addition, teachers will make weekly contact with families through email or phone call to ensure differentiated learning opportunities are made available in accessible formats for these pupils.
- Additional resources and materials will be organised and emailed or hand delivered to families for individual children with specific and complex welfare and/or learning needs.

Scenario 3: A class or year group are self-isolating, along with their teachers (14 days)

Scenario 4: All nurseries, childminders, mainstream schools, colleges and other educational establishments allow full-time attendance on site only to our priority groups: vulnerable children and the children of critical workers. All other pupils should not attend on site. Remote education to be provided for all other pupils (14 days+).

- In addition to the home learning opportunities for scenarios 1-2 for children in YR-Y2, class teachers will also provide daily pre-recorded maths, phonics and writing video lessons linked to our teaching timetable. We will also provide a daily 'live' story session with class teachers for all children (via Microsoft Teams). This will provide children with the opportunity to develop their comprehension skills and to 'catch up' with some of their friends and their class teacher/s.