

Cardinal Road Nursery and Infant School



Remote Learning Statement

Written Spring 2024

Review Spring 2027

Signed:

Date:



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?

They should expect communication from the school detailing how to access home learning.

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. However, we have needed to make some adaptations in some subjects. For example, children at home may not have the same resources available as would be on offer at home so the curriculum will be adapted to match what would be anticipated available at home. Some adaptations are more evident in the foundation subjects.

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:

Nursery	1.5 to 2 hours a day
Reception	2.5 hours a day
Key Stage 1	3 hours a day

Accessing remote education

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

Most of our online remote education can be accessed on Microsoft Teams and Tapestry. Reading and some maths is accessed through Active Learn.

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:

Pupils can access any printed materials needed if they do not have online access from the reception area outside the school office. Some are also being posted.

When parents / carers collect new printed packs of home learning, they are to leave the previous pack of home learning in a separate box.

How will my child be taught remotely?

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

Some examples of our remote teaching approaches:

Recorded video/audio sessions of their teacher.

Annotated Powerpoint slideshows.

Learning maps detailing the learning for the week.

Uses of online resources the children are already familiar with including Espresso, Active Learn, Bug Club, Purple Mash etc.

Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers and Ruth Miskin Read Write Inc).

Printed paper packs produced by teachers (e.g. workbooks, worksheets).

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Long-term project work and/or internet research activities may be assigned.

Details of practical tasks to do around the home.

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?

Expectations for pupils' engagement with remote education:

Log in daily

Follow the school's aims and values, particularly 'aim high' and 'work hard'.

Complete set tasks.

Expectations of parental support:

Set routines to support your child's education

Guide the learning as appropriate

Log on with your child

Contact the school for further support if needed

Follow good communication etiquette

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

The school will aim to make regular contact with parents.

Teachers will regularly check to see if the assignments have been submitted on Teams and on Tapestry.

Where engagement is a concern, we will inform parents and carers by phone or email to try to encourage and assist. The next step would be to write to parents / carers.

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:

Feedback is provided online through Teams and on Tapestry as appropriate to the task.

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:

The school's SENDCO is in regular contact with parents / carers of pupils with SEND.

Work is differentiated to meet the needs of all learners, including EAL pupils.

There are individualised resources being sent home to meet the needs of certain pupils.

Remote education for pupils who are unable to attend due to medical conditions

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 unable to attend due to medical conditions, how will their remote education differ from the approaches described above?

If pupils were unable to attend school they would receive curriculum maps, detailing the learning to complete at home during their absence.