



## Remote Education at St Mary's CE Primary School

### January 2021

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### 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

#### What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Remote education in the form outlined below will begin from the first day of pupils being sent home. There may be some minor adaptations in the first two days while we take all necessary actions to prepare for a longer period of remote teaching.

#### 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 will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we will need to make some adaptations in some subjects. For example, in Maths, children will use the White Rose teaching and learning resources instead of the Maths No Problem scheme.

## 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	<ul style="list-style-type: none"><li>• 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)</li></ul>
Key Stage 2	<ul style="list-style-type: none"><li>• 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)</li></ul>

## Accessing remote education

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

Children will access online remote education through our chosen platform, Microsoft Teams.

Children will also be able to use Spelling Shed, Times Table Rockstars and other online resources as appropriate.

### 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:

- We will lend laptops to pupils where parents have informed us that they do not have access to devices at home. Parents/carers can contact the school office for more information. We will also support parents or carers if there are issues with internet connection. Please contact the school office for more information.
- Pupils can access printed materials needed if they do not have online access. Parents can contact their child's class teacher to request this. Printed packs can then be collected from the school office.
- Pupils can submit work to their teachers if they do not have online access. Parents can drop off work at the school office.

## **How will my child be taught remotely?**

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- powerpoints and other written teaching instructions and guides
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- live teaching inputs
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

## 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?

Where possible, it is beneficial for children to maintain a regular and familiar routine. We would recommend that each 'school day' maintains structure and that children follow the timetable provided by class teachers, completing and submitting tasks set through Microsoft Teams.

Should anything be unclear in the work that is set, parents can communicate with class teachers via Teams or through email.

Work that children complete at home should be kept safe, ideally in their home learning books, and can be brought back to school when safe to do so.

We would encourage parents to support their children's work, including finding an appropriate place for the child to work and, to the best of their ability, support pupils with work encouraging them to work with good levels of concentration.

Should accessing check-ins or Teams work be an issue, parents should contact school promptly for support and assistance.

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

- Teachers will check pupils' engagement with remote education each day through the children's attendance at the twice-daily check-ins, their participation in additional live teaching inputs and submission of work
- Teachers or teaching assistants will contact parents/carers and children once a week for a 'check-in' telephone call where children are not attending school
- Where engagement is a concern, teachers will contact families to offer support and advice.

### 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:

- Teachers will respond to pupils and provide support (through the chat function on Teams) at times through the school day.
- Teachers will provide feedback to pupils to improve their work and develop their learning further in a way which is consistent with our marking policy. For example, teachers can make use of 'self -marking' by providing children with the answers to work they have completed as well as provide detailed marking and feedback (including Response time) for Big Writes.
- Pupils will receive feedback on their daily work

## **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 needs of SEND children need to be considered very carefully. Class teachers or class teaching assistants will contact children/parents to 'check in' with them on a weekly basis. Class teachers will ensure that pupils are set work which is appropriate to their needs and enables them to make progress towards their individual targets, linked to their termly support plan or EHCP.

Younger pupils will be provided with learning which is appropriate to their age and stage of development.

## **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?**

### **Guidance if an individual pupil has to self-isolate due to a COVID 19 issue**

- A 'check in' call will be made to parents/carers, usually by Mrs Honeysett (the school's Parent Support Advisor and Pastoral Support Manager) following the notification that a child is self-isolating due to a COVID 19 issue
- Follow-up calls will be made as appropriate
- Work will be sent home through Microsoft Teams by the child's class teacher for a child to complete if they are well enough to do so
- Teachers will provide an acknowledgement of any work completed by the children with additional comments where appropriate and will respond to any questions
- Parents/carers can also email teachers for additional support
- A teacher will make a phone call home if a child has been absent for over 5 school days

### **Guidance if a class or group of pupils have to self-isolate due to a COVID 19 issue**

- Class teachers will provide a timetable with daily lessons. This will be made available through Microsoft Teams.
- Each lesson will have:
- An input: a clear explanation of new content, delivered by a teacher in the year group or through high quality curriculum resources and/or videos. This is likely to be a recorded video, Power point presentation or a written explanation/set of instructions.
- Independent work: Work will be uploaded onto Teams for children to complete for every lesson.
- Opportunity for feedback/marking: Teachers will provide feedback to pupils to improve their work and develop their learning further.
- Class teachers will also do some live 'check- ins' or class meets each week. Parents will be informed of the timings of the meetings in advance of them taking place.
- A member of the year group team will have a weekly conversation with parents/carers and their children through Microsoft Teams or over the phone to provide more personalised support.
- Paper based resources will be provided to children who do not have appropriate access to online resources.