

# ST. JOHN'S C.E.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

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

Currently the school remains open to the children of key workers and vulnerable pupils. Daily remote learning is provided by class teachers for all pupils including those attending school during this period of partial school closure. In the event that a child attending school is unwell or required to isolate, they will continue to be able to access their learning through Google Classroom.

#### 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 had to make some alterations for some aspects of the curriculum such as P.E. A staple part of our P.E. offer includes a weekly swim; this is of course no longer possible. Children are encouraged to adopt healthy lifestyles and to take regular exercise and there are many examples of this in the photographs and videos that children have uploaded to Google Classrooms.

Additionally and inevitably, pupils are not progressing through the curriculum at the normal pace which one would expect in school. Lessons and learning objectives are often delivered in smaller bite size chunks so that children are not overwhelmed by the complexity and challenge that some aspects of learning can present in the absence of a skilled teacher or teaching assistant.

#### 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	3-4 hours
Key Stage 2	4-5 hours

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

- Google Classroom
- Google Meet

**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 loan laptops and chrome books and ipads to families who have responded to our offer of support.
- We have provided advice as to how to access learning via an Xbox or Play Station console.
- We have provided advice as to where to find and how to use free pdf converters for class worksheets.
- We provide hard copy teaching packs to families that cannot access learning via technology or who do not have access to a printer.
- Hard copy packs are asked to be returned to school on completion of the pack.

**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.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches include:

- Daily teacher video recordings using Screencast-o-matic, a new online learning tool which enables teachers to explain the work for the day and include specific teaching points and demonstrations.
- Interactive learning via Google Classroom enabling easy two-way communication between teachers, pupils and their parents and carers.
- Daily class teacher and teaching assistant story telling recordings for EYFS and KS1; twice weekly recorded chapter stories for KS2
- Fortnightly phone calls to parents and pupils offering support and trouble shooting advice.
- Recorded teaching e.g. White Rose Hub, Oak National Academy lessons, BBC Bitesize.
- Online learning programmes such as Mathletics, Reading Eggs and Times Tables Rockstars
- Workbooks, eg. Power Maths Practice Books
- School books, fiction and non-fiction (on request)

**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?

- We recognise the demands that remote learning places upon parents and carers and we do what we can to offer support and encouragement for children's learning.
- We provide model home learning timetables to support the delivery of remote learning.
- We provide daily guidance and feedback to enable parents to support their child's learning from home.
- We ask that parents support their children's learning to the best of their abilities.
- We ask that parents support children in turning in and submitting completed work.
- We ask that parents support and encourage their children to engage fully with the wide range of activities we provide.
- We provide parents with the encouragement to introduce activities that may fall outside of our normal curriculum offer if they know that they will be enjoyed by the children and they are deemed worthwhile and beneficial; any time parents spend working with or playing with their children is time well spent.
- We ask that parents always seek our advice if they or their children are experiencing any difficulties with remote learning.

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

- Children's work is monitored, marked and responded to daily by teachers and teaching assistants.
- Children's engagement with learning is also monitored by senior staff who respond and intervene to offer support and encouragement whenever it is required.
- Fortnightly phone calls provide the opportunity for staff to support pupils and parents and offer support and guidance when it is needed. Teaching assistants making these phone calls provide feedback to class teachers and share relevant information to enable further support and guidance for parents and their children.

**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 provide constant written and audio feedback for pupils work.
- Feedback is provided daily and this informs teachers in the preparation and setting of work.
- Children's work is showcased weekly within Google Classrooms and across the school in the head teacher's weekly home learning treasure chest.

**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:

- Our SENDCo oversees, advises and supports teachers, teaching assistants, SEND pupils and their parents in managing and engaging with the remote learning offer.
- Our SENDCo is proactive in reaching out to parents and pupils experiencing difficulties and challenges in accessing the curriculum
- The SENDCo works closely with our learning mentor who continues to work hard supporting families who continue to experience challenges in accessing the curriculum or are in need of emotional support and guidance.
- Where possible we do offer some forms of alternative provision for pupils who are struggling with their learning.

### **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 vast majority of pupils are not in school and are learning remotely as described above. Children in school are taught in very small groups by our team of dedicated and skilled teaching assistants. Children learning from home received skilled and targeted input from the teaching team.