



Remote Education Provision Information for Parents 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 if 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?

We will endeavour to put in place learning that is in line with the class curriculum plans as quickly as we can. We will follow the learning timetables as outlined on our website <https://www.stangroundstjohnsschool.co.uk/> on the Class Pages / Homebased learning. Whilst we might not have the video recordings from the class teachers, there will be learning resources and web-links to support a day's learning on Tapestry, for which all parents have log-in details.

Should Tapestry not be working then we will upload this learning to our school website, where a list of websites to work from can always be found.

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?

For our remote education, we aim to teach the same curriculum as we do in school, wherever possible and appropriate. Some adaptations will be made, for example with PE, we will use links from our Premier Sports and provide daily activity, rather than our usual Golden Mile.

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:

Primary school-aged pupils	We plan a timetable at home for you to use that would be comparable to the school day. This will include at least 4 hours of learning for KS2 and at least 3 hours of learning for KS1 and EYFS.
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Accessing remote education

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

Access to remote learning is through Tapestry. All parents and carers have log-in details. Alongside and within the learning uploaded to Tapestry, there will be links to learning on other learning websites, such as those we use in school. These may be, for example, Times Table Rock stars, White Rose Maths, Talk for Writing, Digimaps and Oak Academy.

An outline of the learning is also found on our school website class pages. This can be expanded if the Tapestry website is not accessible.

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:

Children will need to access the online learning to be able to interact with their teacher and to understand the format and expectations of each day.

In order to support parents to provide this access, we are can

- loan Chromebooks, with access through the school log-in system*
- provide sim cards for free data access*
- provide advice and resources for gaining or enhancing Wi-Fi access*
- advise on how to use the learning apps, through phone calls or video calls (for example, through School Cloud)*

To find out more about this, please email the school office or message your class teacher on Tapestry.

In certain cases, we can provide paper based learning (for example, to support individualised programmes). Once learning has been completed, this can then be photographed using a smartphone and uploaded to share with the class teacher.

Teaching staff will also respond to queries posted on Tapestry on how best to support their child's learning at home.

How will my child be taught remotely?

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

To deliver this remote learning package, we will be making use of a variety of approaches.

Each day will be introduced by a video of the class teacher, who will outline what is being taught and the expectations for the day. The day can similarly be ended by a message or there may be occasions or explanatory video messages to accompany lessons. Children will expect to have a programme each day of at least one hour daily of:

- maths, which can include mental maths skills (times tables, number bonds etc), alongside the unit learning, which follows the usual White Rose Maths format that we use in school.*
- English, which can include spellings and grammar, alongside the writing unit, which may be using Talk for Writing, with which the children will be familiar.*

During the week there will be:

- Reading daily, both reading tasks set and a story read via video at the end of the day.*
- One-hour learning set for science per week, using a variety of resources, such as Oak Academy video lessons*
- Wider curriculum - computing, art/DT, history/geography and music, with resources from a variety of on-line and video lessons.*

Additional themed days will supplement this regular learning routine.

Exercise books and reading books are available for collection from school.

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 expect all children to engage with the remote education provision and to post observations on Tapestry daily, so that the class teacher can offer feedback and support. We will set tasks with different levels of challenge, through the 'chilli' system that we use in school.

When setting learning, teachers will try to make the tasks as independently manageable as possible.

We know how hard it is to support home learning in busy lives, so please do get in touch with us if you are finding this difficult.

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 learning every day and at different points through the day. If we notice that your child has not posted up learning, then we will give you a call or send you a Marvellous Me to see if we can be of help.

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:

Tapestry allows a regular dialogue between the children and their teaching team. By uploading their learning, teachers can see how well they have managed the tasks. We will also use feedback systems, such as 'look again' and 'power up', which again we use in school.

Some of our online programmes, such as Times Table Rock Stars, Numbots, Accelerated Reader and Mathletics provide feedback and assessment data for teachers too.

As we become more familiar with teaching remotely, we shall move towards different ways of offering quizzes, for example, through Microsoft Forms.

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:

- Additional resources, required for children to access their personalised provision, that the child is normally able to access at school to meet their Special Educational Need, will be sent home.
- Handovers will be organised between staff and parents, either virtually or over the phone.
- Teachers will provide differentiated learning tasks, online.
- Check-in phone calls from the SENCo to support families and children working remotely.
- Weekly calls home from class teacher. Discuss progress and support required by the family.
- For children with EHCP's, a formal virtual or telephone meeting will be arranged to discuss any adjustments that may need to be made to the current provision outlined in the EHCP (section M).
- Liaison with external professionals will continue and support will be offered virtually, where possible. (It is important to note, that this may not always be possible and is dependent on external professional's responsibilities at the time.)
- School will make every effort to continue to deliver interventions virtually, where possible.
- Teachers will continue to monitor the progress of pupils with SEND and update APDR grids regularly.

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?

If your child is isolating, but their peers are in school, we will offer learning as described above, but without the teacher videos to the same extent and feedback will be offered less frequently, but at least daily.