St Mary's Church of England 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 when local restrictions require entire cohorts (or bubbles) to remain at home. It should be read in conjunction with the Remote Learning Policy. The headteacher is responsible for implementation of remote education at St Mary's CE Primary School.

The remote curriculum: What is to be 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?

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.

Class teachers will be in contact with parents about what our school's Remote Learning offer will look like for their child. This offer will look different to what was offered during last year's lockdown. Our school's online learning provision will be made available through children having access to a pc, laptop, tablet, or a smart phone.

As applicable, teachers will be uploading pre-recorded videos onto Seesaw, J2 Launch and/or the year group's 'YouTube' page (accessible from the school website from Tuesday 5th January - http://www.stmarysn8.co.uk). These videos will include regular updates from class teachers about the structure and timetable for each day as well as videos about subject lesson content. The videos will also include instructions about what children need to do.

Furthermore, teachers will be sending out regular 'Zoom' invitations to children in each class so that they can come together as a group at least three times weekly.

Lastly, teachers will be in touch with parents about how to best record children's work. Some classes/year groups will use computers and/or other remote devices where work will be recorded online, whilst others may ask for work to be recorded in work books. Some classes will use a combination of both.

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. This is particularly the case for some practical subjects like art, music and PE, during which a high degree of teacher modelling is typically required and children's progress is assessed continually throughout the lesson.

Instead, teachers may provide children with activities linked to these subject areas, following which, children can thereafter produce photographic evidence of work and any performances.

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. The Department for Education expects primary school to provide an average of 3-5 hours of remote learning to children across the school each day. However, this will look slightly different according to age and stage.

Early Years (Nursery & Reception)
In the Early Years for example, children will often be engaged in learning through taking part in play-based activities. Little and often in terms of time and activities respectively should apply here.

Key Stage 1 (Years 1 & 2)
Children will be expected to take part in a range of maths and English learning activities in the morning. This will include phonics activities. The afternoons will be spent taking part in lessons in a range of the other foundation curriculum subjects.

Key Stage 2 (Years 3,4,5 & 6)
As with Key Stage 1, children will take part in core subject learning in the morning, focused on maths and English. They will also take part in lessons relating to class topics. Some of this learning will be teacher led, particularly if for example, new geographical concepts are being taught, whilst other lessons will be child led and which will involve for example, children engaging with historical enquiry research linked to the topic area this term.

Accessing remote education

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

Online remote learning will be provided using the platforms listed below:

Early Years: Tapestry and Seesaw (parents will have been sent information in advance about how to access these platforms).

Key Stage 1: Seesaw (As above, parents will have been informed about how to use these platforms).

Key Stage 2: J2Launch – children have their own passwords and will know how to log on to this platform to access their learning.

From January 2021, any of the teaching videos shared on Seesaw and J2Launch will also be uploaded to our school's YouTube Channel, accessible from the school website. This allows for a greater proportion of children and parents to develop an understanding about and secure better engagement with learning. Many families therefore will also be able to access the learning through their Smart TVs at home.

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:

- Parents will be written to at the beginning of the period of lockdown and told to get in contact with the school if they are unable to successfully provide home learning through the use of a digital device. This being the case, and subject to availability, parents will therefore be eligible to apply for a school 'Chrome Book' that will be 'contractually signed for' and collected from the respective school office.

- Our school will aim to provide you with the required resources so that your children can have internet access.

- For some children and according to parental preference, some children will instead be provided with printed packs of resources within which work can be completed. It is also the case that where teachers deem it is better for children to complete work in books rather than using devices, then this approach will instead be taken.

    The limited keyboard skills of some of our younger and SEN children can create a barrier to progress, particularly in writing.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely. Content and tools to deliver our school's remote learning provision includes:

- Online tools:
    - EYFS (Tapestry, Seesaw & YouTube)
    - KS1 (Seesaw & YouTube)
    - KS2 (J2Launch & YouTube)
- On line live video for start of the day registration, instructional videos and assemblies (via Zoom)
- Use of pre-recorded videos for children to access at any time throughout the day.
- Daily phone calls home to support children with difficulties and in the event of non-engagement.
- Printed learning packs as appropriate and applicable (SEN and younger children)
- Provision of physical materials such as story books and writing tools to support learning at home
- Use of BBC Bitesize, Oak Academy, White Rose maths online forums
- Provision of one ongoing longer-term project work per half-term and/or internet re-search activities linked to the project.

Engagement and feedback

What are St Mary's expectations for my child's engagement and the support that we as parents and carers should provide at home?

Our School is committed to working in close partnership with families and recognises that each family is unique and because of this, remote learning may look different for different families in order to suit their individual needs.

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

Every effort will be made by school staff to ensure that work is set promptly. Should accessing work be an issue, parents must contact the school office promptly and alternative solutions will be considered. These will be discussed on a case by case basis.

We would encourage parents to follow the 'digital 5-a-day' framework which provides practical steps to support a healthy and balanced digital diet.

https://www.childrenscommissioner.gov.uk/digital/5-a-day/

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

> If there is a concern about the level of engagement of a child, parents will be contacted via phone to assess whether school intervention can assist engagement.
>
> Any complaints or concerns shared by parents or children must be reported to a member of the Senior Leadership Team and be dealt with in accordance with the appropriate policies and procedures, including the School's Complaints Procedure. For any safeguarding concerns, an immediate referral to the Designated Safeguarding Lead (Aria Zavrou) should be made.

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.
>
> As far as possible, feedback to children will be in line with our agreed school Marking Policy. Priority on feeding back to children will be given to the core areas i.e: reading, writing and maths. Typically, tasks related to these subject areas should be completed in the morning.
>
> Feedback in other curriculum areas will also be given but will not be as regular as the feedback given to the core areas. Feedback in these areas will be at least weekly.
>
> If children produce work in packs and/or workbooks, evidence of completed work can be submitted from mobile phone photographs of the work being taken and emailed to class teachers.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults to access remote education at home?

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 Inclusion Manager is responsible for:

- ensuring that pupils with Educational, Health and Care (EHC) plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans.

- liaising with the Computing Lead and IT technician to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.

- identifying the level of support required for all other children with SEND

- liaising with school support staff to ensure that they help provide 1-1 remote learning sessions and/or telephone calls home to support learning and provide emotional and social development support as required.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education provision is likely to differ from the approach for their whole class groups. This is due to the challenges of teaching pupils both at home and in school.

For children who are self-isolating, they will be provided with learning resources that align with the work being undertaken by the rest of the class in school. This work will be well-sequenced and in line with national curriculum objectives at the age-appropriate level. Relevant devices and resources as outlined earlier will be made available if needed.

The planning of the work will be undertaken by the child's class teacher and feedback will also be provided on a daily basis.

Where appropriate and possible, individual support staff members will be in touch with the child and family to provide further online and/or telephone support. In doing so, our school's ambition is that the progress of children who are self-isolating will be in line with the progress of that being made by their peers.