

# St. George's C of 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 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?**

- There will be a generic paper-based resource pack available with immediate effect for any pupils who are sent home due to a bubble closure.
- Many online resources will be available straight away, these include: Spelling Shed, Times Table Rockstars; Purple Mash and Oak National Academy. All previous home learning activities will still be available on the school website. By day two, more up-to-date curriculum coverage (i.e. in line with what is/would have been taught in school) will be available via the school's website and this will include links to Oak Academy lessons, where appropriate.

## **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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects where resources may not be available at home. For example:
  - P.E. will differ due to the lack of subject-specific resources needed to teach much of the curriculum. Instead, links will be made to online trusted sources and/or P.E. activities that can be accessed at home, without the need for equipment.
  - Continuing to ensure progression in art skills but changing the medium, for example, clay as this will not be readily accessible at home.
- Our staff will carefully plan learning activities across the curriculum to ensure we are continuing to offer an exciting broad and balanced curriculum.

## **Accessing remote education**

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

Online remote education will be available through our school's website.

You also have access to the following online resources which you have logins for:

- Spelling Shed
- Bugclub (Activelearn)
- Times Table Rockstars
- Purple Mash

*If you cannot remember your login details for any of the above then please get in touch with your child's class teacher via the year group email or contact the school.*

## **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:

- If you feel you would benefit from the loan of a laptop, please contact the school.
- We will have prepared paper-based packs for you to collect from school, should you prefer this way of learning at home. These will, after the first day or two, be in line with the topics being covered in school.
- The work completed in these paper packs can be brought in each week, on a Friday, when the new paper packs will be ready. The teachers will then mark the work submitted and provide feedback, where appropriate.

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

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

- Recorded teaching e.g. Oak National Academy lessons.
- Differentiated, printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home
- 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?**

- We expect pupils to engage with some remote learning and we understand that this will vary among households.
- It is important to try and establish a routine for home learning so that your child knows what is expected of them. Set a realistic start time and remember to include at least three breaks during the day. To support with how you structure the day, teachers will upload the weekly timetable for what's happening in school each day. You may choose to follow this with your child at home.

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

- Class teachers will regularly check year group emails for work that is completed and where appropriate, provide feedback.
- Class teachers will complete safe and well phone calls. During these phone calls, they will check on the pupil's engagement with remote education.
- Where the class teacher believes a child is not engaging with remote learning as they should be, s/he will contact the child's parent/carer to discuss possible reasons for this. They will work together to establish a positive solution and the class teacher will monitor the situation to ensure the child engages with their remote education.

### **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:

- Pupils can photograph or scan their work and send it into the year group email address for staff to respond to. Staff in the year group will comment on the work and offer next steps, where appropriate.

Alternatively, pupils can arrange for their completed work to be brought to school for staff to mark and provide feedback on.

- The frequency of marking will depend on when the work is submitted. If pupils choose to submit their work weekly, staff will provide feedback weekly. Alternatively, if pupils send work in daily, staff will endeavour to provide feedback either the same day or by the day after. Staff are also available during the day to respond to any problems pupils may be experiencing with the work. This can be through the year group email or via a phone call to the school office.

## **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:

- During the event of a local or national lockdown, discussions will take place between the SENCo and child's parent to ascertain whether the child is best suited to being educated in school and whether this complies with the parent's wishes. For instances where it is decided that the child accesses remote education and when self-isolation occurs, the SENCo will work with the child's class teacher to ensure appropriate work is set for the child – this is likely to be through differentiated tasks and additional support materials. Limited parental engagement will be taken into account so that pupils can engage with the work set with a level of independence.
- The SENCo and/or class teacher will monitor the engagement of pupils with SEND and will make contact with the parent/carer if deemed necessary.

## **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate, but most 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?**

We will endeavour to follow the steps outlined in this plan for any pupil needing to self-isolate.