

# 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

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?

#### **General Home Education Document:**

The general home education document is available through Google Classrooms and the school website. These are activities for your child to access to practise, further embed or deepen their knowledge and learning. The document includes targeted websites and activities appropriate for each year group in the following areas:

- Maths basic skills
- English basic skills
- PE/active opportunities
- Mental wellbeing activities
- RE opportunities
- Curriculum based activities linked to non-core subjects

### 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. For example, our specialist teachers (music & sign language) are unable to teach remotely therefore these lessons are delivered using specialist teaching resources such as Oak Academy.

## 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 hours

KS2 = 4 hours

## Accessing remote education

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

For Early Years remote learning will be published on the school website and should be submitted through 'Evidence Me'.

For National Curriculum year groups (Years 1 – 6) Google Classrooms will be the primary way of delivery and assessment of remote learning. However, Purple Mash, Accelerated Reader, SATs Companion and Times Table Rock Stars will also provide opportunities for delivery and assessment.

### 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Parents should email [headteacher@st-joseph-st-theresa.staffs.sch.uk](mailto:headteacher@st-joseph-st-theresa.staffs.sch.uk) to request the loan of an electronic device. We have a number of devices (laptops, iPads, tablets) that are ready to loan for remote learning. When loaning a device parents will be asked to sign a loan agreement which includes acceptable use of this device.
- The DfE is working in partnership with mobile network operators to help schools support disadvantaged pupils in years 3 to 11 who rely on a mobile internet connection when their face-to-face education is disrupted by coronavirus (COVID-19). Some families may be able to benefit from free increases to their mobile data (EE, O2, Sky mobile, Smarty, Tesco mobile, Three, Virgin Mobile, Vodafone). If you would like school to request these free mobile increases for your family during the Spring and summer 2021 terms if your child is experiencing disruption to face-to-face education.
- Parents need to notify the school if they do not have online access so that printed materials can be made available. These will be sent home with the how pupils where possible on the day isolation begins if the children are in school at this time. Otherwise, arrangements will be made for collection or delivery of these materials within two days.
- Pupils who do not have online access should return their work to their teacher when the local restrictions end. For longer periods of time (in the event of National lockdown) parents can return the work to the school office on Friday afternoons.

## How will my child be taught remotely?

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

### **Morning period:**

- Maths basic skills session
  - 10min break
- English Lesson – supported by teaching instruction (recorded by class teacher, specialist remote learning provider e.g. Oak Academy, live lesson delivered by class teacher recorded for educational purposes, or prompt teaching sheets e.g. PowerPoint slide, instruction sheet etc.)
  - 10min break
- Maths Lesson - supported by teaching instruction (recorded by class teacher, specialist remote learning provider e.g. Oak Academy, live lesson delivered by class teacher recorded for educational purposes, or prompt teaching sheets e.g. PowerPoint slide, instruction sheet etc.)
  - 10min break
- English basic skills session

*Lunch break – 1hr*

### **Afternoon period:**

One of these lessons each afternoon

- 2 (KS1) & 3 (KS2) x Curriculum Journey lessons per week (history or geography, art, science, music) – supported by teaching instruction (recorded by class teacher, specialist remote learning provider e.g. Oak Academy, live lesson delivered by class teacher recorded for educational purposes, or prompt teaching sheets e.g. PowerPoint slide, instruction sheet etc.)
- Computing – through Purple Mash
- Religious Education – supported by teaching instruction (recorded by class teacher, specialist remote learning provider e.g. Oak Academy, live lesson delivered by class teacher recorded for educational purposes, or prompt teaching sheets e.g. PowerPoint slide, instruction sheet etc.)
- KS2 French activity once a week

P.E/Keeping Active activities will be set twice weekly on the days the children would have PE lessons in school, but it is proven that physical activity has a positive impact on mental health so encourage your child to do something active every day in their break/lunchtimes

### **Other daily work:**

- CLIC/SAFE: booklets/activities
- Reading: Expectation twice daily - school reading and home reading:
  - Nursery, Reception and KS1 that parents share a story time and encourage their child to read along twice a day for approximately 10mins.
  - In Y3 & 4, we would suggest children should read for approximately 15mins twice a day either independently or with an adult.
  - In Y5 & 6, we would suggest children should read for approximately 20mins twice a day either independently or with an adult.
- Spellings: these will be changed weekly - parents/child choose the spelling they feel are appropriate for them to practise (Section 1, Section 2 or Section 3)

### **General Home Education Document:**

The general home education document will remain the same throughout the half term. These are additional activities for your child to access to practise, further embed or deepen their knowledge and learning. We would suggest your child should spend 30mins per day for Early Years and KS1 and 1hr per day for KS2 completing activities from this document. The document includes targeted websites and activities appropriate for each year group in the following areas:

- Maths basic skills
- English basic skills
- PE/active opportunities
- Mental wellbeing activities
- RE opportunities
- Curriculum based activities linked to non-core subjects

## 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?**

### **Expectations for pupils' engagement with remote learning:**

- **Access work daily** – the English Maths and Reading work set is particularly important and must be completed on the day set
- **Submit all work they complete** – either through an electronically edited sheet or via an uploaded file/photo/scanned document etc. Instructions for how to upload documents have previously been sent to parents via ParentMail. Please ensure you submit work due in for that day by 6pm for it to be reviewed as part of the whole class feedback (see teacher feedback information)
- **Tell the teacher if they are finding work too difficult** so the teacher can provide instruction.
- **Attend a minimum of 2 live meets per week** – either educational or pastoral

### **Expectations of parental support:**

- **Ensure children maintain a regular routine** – get up at their usual time for school, have breakfast, get dressed and ready as if they were coming to school.
- **Provision of appropriate resources** - ensure your child organises their resources for the day and aid logging into Google Classroom where necessary.
- **Provide encouragement and praise** - give verbal praise when your child is engaging in learning and for their work they complete. Stickers, stamps or even a hand drawn smiley face goes a long way in recognition of the work they have done.
- **Monitor the work your child has completed and ensure it is submitted** - A helpful tip for parents to monitor whether their child has completed all the assignments set: at the top left-hand side of the screen there is a 'To-do' tab. This will display all assignments that your child has not yet submitted. This is a quick way for parents to check if their child is completing all of the work set and if they have turned in assignments correctly as it will no longer show here if it has been 'turned in'.

**Further guidance and support for parents can be found at in the department for Education document -**

Supporting your children's remote education during coronavirus (COVID-19) - GOV.UK ([www.gov.uk](http://www.gov.uk))

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

- Using the 'Grades' function in Google Classrooms teachers will have a quick overview of each child and what work has been submitted. This will be checked daily.
- If work hasn't been submitted for a period of 3days (and no absence/illness has been reported to the school office) class teachers will contact parents to see if support is needed. If this continues for a longer period the head teacher will contact parents to discuss the reasons for this and how school can support further. Communication will be logged on the school's 'comms' system on ScholarPack.

## 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:

All work will be reviewed and acknowledged by a member of staff who works in your child's class. If your child goes back to the piece of work they have submitted they will be able to see it has been reviewed as next to 'Your Work' it will have changed from 'Turned In' to 'Returned'.

Below the assignment, there is a class comment box.

For all **English & Maths lessons**, a whole class comment will be posted regarding the task - it will recognise general positive aspects of how the children have completed the task and any general areas for development or misconceptions that need to be addressed. The comment will be posted on the announcement stream by 8:45am the next day to enable the children to read this comment before starting their next piece of work.

If a child has an individual misconception then this will be addressed through the private message option. Each child will receive a private message once a week for English and Maths in recognition of their work and to motivate them in their learning.

Unfortunately, work submitted after the due date/time will not be reviewed as staff will not have time to 'go back' late work.

**Curriculum Journey and RE lessons** will be marked again with a whole class comment recognising general positive aspects of how the children have completed the task and any general areas for development or misconceptions that need to be addressed. Again this will be posted on the announcement stream, however the timing of feedback will be before the next lesson in that subject rather than the next day.

**English and Maths Basic skills activities** will be reviewed and 'returned'. A private comment will be posted where it is felt necessary to address a misconception or to praise something particularly good.

Whenever a comment is made on an assignment a little text symbol comes up next to the assignment so the children know there is a comment there waiting for them to read.

## 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:

#### **Pupils with Special Educational Needs and Disabilities:**

- All pupils with an Education Health Care Plan (EHCP) will be offered a school place during national lockdown. If there is sufficient space within the provision children with SEND needs will also be offered a school place during national lockdown.
- As work provided will be personalised and will differ from the class work set children with SEND will be invited to join the live pastoral sessions.
- Printed or emailed booklets targeting pupils' individual attainment levels will be made available for pupils with SEND who are accessing remote learning. This work can be submitted through Google Classrooms so teachers can assess achievement or parents can send the work in paper format back to school at the end each week.
- The SENCo will make regular contact with SEND children, if they are not in school, to ensure that they are accessing the work and attending the wellbeing live meets.

#### **Remote Learning for pupils in Early Years (Nursery & Reception):**

All remote learning tasks for Nursery and Reception will be posted on their class pages on the school website. The delivery of the curriculum will be as follows:

##### **Nursery**

Each week there are a range of stimulating activities and play opportunities that your child can learn through:

- Story of the week
- Home learning Grid, including opportunities for various areas of learning linked to EYFS framework
- Mental Health & Mindfulness Activities and Ideas grid
- Other activities and General Home Education Document
- Traditional Tales – story links & activities
- Rhyme Time
- Number Blocks

##### **Reception**

###### Daily

- English and Maths lessons posted with links to resources and videos.
- Phonics session
- Basic Skills Maths activity

Weekly afternoon activities including RE & Continuous Provision activities

###### Additional resources

General Home Education Document, including:

- Maths and English basic skills
- PE/active opportunities
- Mental wellbeing activities
- RE opportunities
- Curriculum based activities linked to non-core subjects
- Story time (an opportunity for your child to sit and listen to a story)

**Expectations for Parents:**

**Please submit your child's work they complete through the Evidence Me reporting tool.** This will be an uploaded photograph 'showing' the child completing an activity and a comment from their parent.

When you submit this it will show as 'pending'. You will know a member of staff has reviewed this observation as 'pending' will change to 'approved' and for at least one observation a week the member of staff will add notes to the observation.

Each day the class teacher will put a whole class comment on their class page on the school website – this will recognise the good work the children have done from the previous day and address any general areas of development. This will be posted by 8:45am the following day.

School understand that children of this age will need parents support to access the learning and on some days for a variety of reasons the activities set by school will not be able to take place. In these circumstances we encourage parents to build basic skills into their daily routine for children, e.g. counting steps as they go up the stairs, reading a story at bedtime etc.

## **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 approaches described above will continue in a very similar way to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. Including provision for immediate remote education in the first day or two of pupils being at home, which involves accessing the general home education document which is available through Google Classrooms and the school website.

The main differences if individual pupils are self-isolating:

- The teaching of English & Maths lessons will be done solely through the use of live streamed lessons. Children will be informed 24hrs in advance of the timings of these lessons, and are likely to be at a similar time every day.
- Other curriculum teaching will be done through the use of teaching tools such as PowerPoints, Oak Academy, educational websites