ST JOHN THE BAPTIST C OF E PRIMARY SCHOOL, FINDON

Remote Education Provision: Information for Parents/Carers

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during whole school or partial school closures.

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. However, some activities are saved on the school website under 'Children's Zone' which can be used in the short term.

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

Initially, all children should access the activities in the 'Children's Zone'.

As soon as possible, teachers will begin providing material on Tapestry (Yr R) and Google Classroom (YR 1 – 6). This will allow children to access the learning and teaching points from the core curriculum areas (English, Maths and Reading).

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?

Our intention is to teach the same curriculum remotely as we do in school. This may look slightly different due to the nature of the tasks and access to resources but the skills and concepts being taught will be in line with the learning taking place in school.

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 sessions and independent work) will take pupils broadly the following number of hours each day:

EYFS and Key Stage One:	**Key Stage Two:**
3 hours per day	4 hours per day

Accessing remote education

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

Most of our Remote Learning work will be accessed through the use of Google Classroom and Tapestry (Yr R). Any queries regarding log in details or accessibility arrangements should be discussed with the class teacher via the school office.

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. In anticipation of this, after the first lockdown, we conducted a survey to ensure we had a full understanding on which children were accessing the remote learning, their current internet accessibility, the types of devices they had available to them and how devices are shared within the home.

If you are struggling to access the learning remotely due to a lack of devices or are facing connection issues, please speak to the class teacher or office as they may be able to assist you with the following:

- IT support such as troubleshooting potential problems with connectivity
- Offering paper-based resources where internet connection is not possible
- In some cases, the lend of a laptop or similar device to support the learning

How will my child be taught remotely?

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

- Pre-recorded lesson inputs which can be accessed at any time
- Live assemblies each week
- Tasks set via Google Classroom (and Tapestry for Yr R)
- Access to a range of learning tasks
- Regular class remote interaction with the class teacher or teaching assistant
- Availability to take quizzes via the Accelerated Reader system

- Regular email communication via the school
- Regular, dedicated time to support 'No screen' time e.g. reading/outdoor exercise

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 fully appreciate how challenging this is for all of our families, especially for those who are balancing work and other care commitments. With this in mind, we are fully committed to supporting you as best we can with delivering and accessing the remote learning. Therefore, we understand that what children achieve may vary day-to-day given the range of other commitments that parents may have.

We ask for our parents to support the children in accessing the learning tools where possible, whilst offering them a quiet, safe place to work. We know this is not always going to be possible but where it can be achieved, it will make the remote learning experience more purposeful for all children.

In order to support the mental health and wellbeing of all of our children, we strongly recommend that every family takes some time to relax and exercise throughout the day. This will be vital in supporting the children to complete their work and to continue to encourage them to engage within learning in this way.

We recommend engaging with the 'live' activities that may be included in our Remote Learning offer such as: assemblies, informal class 'catch ups' etc.

Our expectations for the children remain the same at home as they are in school. This means that we ask for all children to follow the classroom rules at all times and engage with any 'live', 'recorded' or 'directed' sessions in an appropriate way (please see our E-Safety Agreement for further information).

We will set sufficient work to meet the DfE requirement of 3 hours per day for KS1 and 4 hours per day for KS2 children. If this presents a problem, it is important that you are in communication with your child's class teacher to find ways to resolve it.

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

School staff will be regularly checking how well each child is engaging with the remote learning and making contact with parents/carers as necessary.

The regular 'live ' sessions will act as a record of engagement and when a link has been sent, teachers will be keeping an attendance log of those pupils who accessed the session.

In the first instance, class teachers will make contact with individual families if children have not accessed the work set and immediate support will be given in order to rule out any issues with technology.

As part of our ongoing commitment to provide all children with a broad and balanced curriculum, if concerns are raised that a child is still not accessing or engaging with work set, a member of the Senior Leadership Team will contact the family and implement a support plan.

The nature of the plan will vary case by case but where there are significant concerns, the school will follow the expectations as outlined in our Safeguarding Policy.

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. We will adopt the following assessment strategies:

- Written feedback on tasks that have been 'handed in' online

- Verbal and written feedback from the teacher (recorded and transcribed) through Google Classroom

- Class marking of activities during 'live' sessions

*This range of marking and feedback will be implemented across the week but will not be provided for every piece of work, for every child, every day. We will ensure there is a fair balance of quantity of marking and feedback to ensure the children continue to make progress and the teacher workload is manageable.

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:

- Personalised curriculum offered for individual pupils where necessary
- Range or resources offered to suit the various learning styles of pupils
- Targets given from outside agencies (Speech and Language, Learning Advisory Behaviour Team, Social Communication Team etc.) addressed when possible through class teacher interactions and through setting of work.
- Annual Reviews (for children with an EHCP) carried out virtually
- Referrals and new concerns supported as normal through discussions with the SENDCo and SLT.

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?

A child who is self-isolating will be given work for the duration of their isolation time and this will be available on the school website in the 'Children's Zone' under each class name.