

# St Mary's Priory Infant and Junior Schools



## Remote Education: Information for Parents

January 2021

## **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.

### **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?**

In the first day or two of remote education, your child will be provided with lessons that they can get started on from home. Initially, this may be through the Oak Academy website, but more likely will be pre-recorded lessons, ensuring the continuation of our curriculum. If children need their exercise books at home, the first couple of days is the time to request these from our school office.

### **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. We pre-record our reading, writing, maths and RE lessons and make them available for our pupils through Google Classroom.
- We make use of the Oak Academy lessons for all other subjects where it fits appropriately with our curriculum. Our teachers ensure that the topics of all subjects eg. History, Geography and Science, that were due to be taught at school, continue as planned. Where the Oak Academy does not match up with our curriculum, we continue to use our HEP (Haringey Education Partnership) booklets and powerpoints.

## 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	<u>Morning subjects:</u> Reading Writing Maths  <u>Afternoon subjects (any one or combination of):</u> History/Geography Science PSHE Languages RE
KS1	The expectation is that KS1 children engage in 3 hours of work per day.
KS2	The expectation is that KS2 children engage in 4 hours of work per day.

## Accessing remote education

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

If your child is in Years 1-6, they will access their remote learning through Google Classroom. All of our pupils have received their log in details during the autumn term and were set tasks using Google Classroom to familiarise themselves with the platform. We post the guide on how to access the learning every week in our newsletter. Any parents still struggling, can get further support from our team by contacting the school office.

If your child is in Nursery or Reception, then they will continue to use Tapestry as their remote learning platform.

## **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 do not have a device at home for your child to use, then you should contact our school office using the admin email. We will be able to provide our families with a device where this support is needed (subject to availability).
- Where families do not have the internet, they should follow the same procedure as with devices, and contact our school office.
- Printed materials may be provided to pupils in certain circumstances. For example, the child has a particular special educational need whereby online learning is not appropriate. Parents should speak with the class teacher in this instance.
- Pupils struggling to upload their learning to the class teacher due to issues with internet, should follow the guidance above around getting access to the internet.

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

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

- Recorded teaching - video recordings made by our teachers; Oak National Academy lessons.
- Live Class Sessions - the teachers meet with the class on Zoom or Google Meet regularly each morning and afternoon. This helps to set the children up for the day and provides an opportunity to be together, answer questions and check for engagement.
- Use of other educational websites for video clips/research etc.

## **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?**

- It is our expectation that children participate in home learning each day and submit the tasks that they have been set by their teacher.
- Parental support, for remote learning to work, is vital. Our teachers set lessons at a pace and level appropriate for the children to approach as independently as possible. Parents may sometimes need to support their child in uploading the work, some of the understanding, and encouraging their engagement.

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

- Our teachers closely monitor the submission of the pupils' learning. They may sometimes comment on the standard of the work and give praise, tips etc. You can see these comments in Google Classroom/Tapestry.
- If engagement is a concern, the class teacher (or another member of staff) will telephone you to see how we can help.

## **How will you assess my child's work and progress?**

Feedback is given in order to improve children's participation and work. It can take many forms and is always designed to enable the children to understand how they are doing and to move them forward. Feedback should not be equated to 'extensive written comments' for individual children's work. 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:

Some of the ways your child's learning will be assessed:

- Work Marked, either by the teacher or automatically on digital platforms, is an immediate form of feedback ('Have I done well on this piece of work, or are there things I need to work on?')
- Reactive Lessons & Planning- having noticed general issues with work being submitted, the teacher may use 'the next lesson' as a form of feedback. This is the most effective form of feedback, as it builds on known issues and conceptions.
- Self-assessment - the teacher puts up the answers to the questions from the previous day or the teacher asks the child to edit their work based off of a success criteria.
- Use of the comment box in Google Classroom/Tapestry
- Immediate feedback on digital platforms- eg Quizzes, MyMaths etc

## **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 those 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:

How we will work with families to deliver remote education for pupils with SEND:

- Teachers will continue to work with parents and carers as they are best-placed to know how the pupil's needs can be effectively met.
- They will continue to ensure that they make progress even if they are not able to be in school due to self-isolating.
- The school will make their best endeavours to secure the special educational provision called for by the pupils' special educational needs remains in place.
- Staff will continue to work alongside parents, having regular discussions around how they are performing at home, discuss a range of helpful resources and when needed, provide modified work.
- We will make reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.
- Where a pupil has provision specified within their EHC plan, it remains the duty of the local authority and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, if they are self-isolating.
- In this situation, decisions on how provision can be delivered should be informed by relevant considerations including, for example, the types of services that the pupil can access remotely, for example, online teaching and remote sessions with different types of therapists.
- These decisions should be considered on a case by case basis, avoiding a one size fits all approach.

## **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, the teacher will set them tasks, similar to the above, using either Oak Academy lessons or by sharing resources with the child isolating through Google Classroom/Tapestry.

When setting Oak Academy lessons, the teachers will match the to what they would be doing at school, to ensure a continuation of the pupil's learning.