

# 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 during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

## 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?**

Our children can access the usual online learning tools that form a regular part of their usual homework, as set out in the curriculum letters shared with parents at the start of each term - these letters are on the school website under the side tab -SUPPORT MY CHILD WITH HOME LEARNING

**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?**

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

We teach the same curriculum remotely as we do in school wherever possible and appropriate, in subjects such as English, Maths, Religion, History and Geography.

However, we have needed to make some adaptations in some subjects.

For example, PE will be different as will Science if a practical investigation had been planned to take place in the classroom.

## 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	Between 3 and 4 hours a day Between 12 and 1pm - this time will be a dedicated lunch break
Key Stage 2	Between 3 and 4 hours a day Between 12 and 1pm - this time will be a dedicated lunch break

## Accessing remote education

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

All children in our school will access their online remote learning using our communication tool 'SEESAW', which they are already familiar with from regular use in the classroom. The children will also be using the learning platforms below.

Seesaw	<a href="https://app.seesaw.me/#/login">https://app.seesaw.me/#/login</a>
Emile Education	<a href="https://web.emile-education.com/">https://web.emile-education.com/</a>
Flash Academy	<a href="http://www.flashacademy.com">www.flashacademy.com</a>
Education City	<a href="http://www.educationcity.com">www.educationcity.com</a>
Conquer Maths	<a href="http://www.mathsonline.com.au/login?countryId=2">www.mathsonline.com.au/login?countryId=2</a>
Sum Dog	<a href="http://www.sumdog.com/user/sign_in">www.sumdog.com/user/sign_in</a>
Frog Play	<a href="http://www.frogplay.net/my/login">www.frogplay.net/my/login</a>

### 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:

We recognise that some pupils may not have suitable online access at home. School Laptops can be loaned to families upon request for Vulnerable Families.

Where families have no internet access, free SIM cards with preloaded data allowances are available from the school upon request.

Families can also request paper based workbooks as an alternative solution, although these tasks are unlikely to be fully aligned with the work being set for the majority of the children through the online access.

## How will my child be taught remotely?

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

We use a combination of approaches to teach pupils remotely. From January 2021, the content on Seesaw mirrors that which the children in school are accessing with their teacher. This means that upon children's return to school there is little catch up required. Some examples of what is provided by the school are:-

- Daily Worship - to start each day
- Maths lesson using Oak National Teaching - work from the lesson linked to work books provided by the school to every child.
- English lesson using Oak National Teaching - work from the lesson linked to work books provided by the school to every child.
- Science lesson using Oak National Teaching - work from the lesson linked to work books provided by the school to every child.
- Foundation Subjects using Oak National Teaching - History, Geography, Computing.
- Physical Education sessions - Joe Wicks etc.
- All of the above then triple linked to the various Online Learning Platforms we already use with the children

## 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?**

The school's ethos is informed by the belief that we are all members of the SJF family and we work together to support one another and learn from one another. In that spirit, parents will want to monitor, support and celebrate their child's learning whilst away from the classroom.

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

Pupils can submit their learning through 'Seesaw'. The school will seek to contact families by telephone on a weekly basis to check in with families to understand the successes and challenges that might be being faced with respect to the set remote learning. Pupil's usage of 'Seesaw' and our supporting educational apps are monitored by school staff in order to provide support where necessary.

### **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:

- Comments on Seesaw from teachers
- Answering support questions from pupils posed through Seesaw
- Automatically marking submissions giving pupils immediate feedback
- Posting answers to closed tasks such as reading comprehensions and maths tasks - if required
- Peer feedback and support through Google Classroom
- Certificates and awards generated from the school's education apps - monitored and led by AHTeachers

### **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:

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 on a case-by-case basis.

In the first instance families should raise practical concerns with their child's class teacher.

If concerns surrounding these difficulties continue families should contact the school's SENCO to seek further advice and support.

### **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 children in school are completing the same work as the children completing remote educational work - the work is then consistent for all children.