



St Mary's C of Primary School and Nursery

'Be the best you can be'

Whatever you do work at it with all your heart'

Collossissians 3:23

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 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?

Contact will be made with parents to share the timetable and outline of the curriculum for the isolation period. Links and relevant log-ins to websites (such as Oak Academy) and platforms of learning (Purple Mash, Dojo, TTRS, Language Angels etc) will be signposted with additional resources as required. This may include laptops and internet access devices and/or physical and printed resources.

While pupils are at home, communication with parents and children will be set up with the teacher responding to learning completed. It is expected that the parent/pupil returns learning, through Class Dojo, to the teacher and feedback will be given as 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 teach the same curriculum remotely as we do in school wherever possible and appropriate. This closely follows the National Curriculum being taught in classes and the progressive broad and balanced St. Mary's curriculum. The planning is well-sequenced with meaningful and ambitious learning each day in a number of different subjects.

However, we may need to make some adaptations in some subjects. For example, a focus on fitness or daily exercise may be more relevant for families than sport specific skills. Art and DT may need to be adapted to take account of resources parents may have at home. Whilst we will make every effort to provide resources, at times it may not be possible e.g. datalogging equipment.

Adaptations may be required in the way subjects are taught specifically if recorded lessons are used (Oak Academy). However, the topic will remain the same even if the resources used differ.

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:

Nursery and Reception	Offer of learning pack approx. 1 hour per day. (Nursery) 3 Hours (Reception)
Key Stage 1	3 hours
Key Stage 2	4 Hours

Accessing remote education

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

The following online tools and digital platforms are used, either for delivery or for assessment: Oak Academy, Times Tables Rock Stars, Class Dojo, BBC Bitesize, White Rose Maths, Accelerated Reader, Epic Reading, Purple Mash, Numbots, Oxford Owl, Language Angels.

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:

Through communication with parents, teachers will gauge who will require the loan of a device. A loan agreement would be required and laptop issued to parents. Staff and School IT Technician will provide support to parents finding difficulties with access. For example, Zoom access, passwords and use of digital platforms.

Sim cards will be offered and issued as requested to enable an internet connection to access learning.

Learning packs will be provided for those children who are unable to access online and do not take up the offer of devices on loan.

Pupils can submit work to their teachers through returning work completed via Class Dojo or email. We would ask all completed work on paper be brought back to school for marking and feedback.

How will my child be taught remotely?

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

We are using a range of remote teaching approaches, such as:

- recorded teaching (e.g. Oak National Academy lessons)
- some live teaching (online lessons) both as group or 1:1 sessions (where appropriate)
- 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
- 1:1 interventions, reading or catch-up sessions offered to support continuing progression.

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 expected that pupils are engaging with the learning daily, if well enough. The timetable will clearly set-out the day's learning and signpost all resources to be used. Learning should then be submitted for marking, feedback and assessing.

Parents should endeavor to support their child/children in accessing the lessons and completing the work through the day. We recognise that there may be some difficulties with this (more than one child at home/parents working from home) but will offer support, suggestions and alternative solutions when possible.

Parents and children are provided with a timetable of activities, which they are suggested to follow, to fulfill the learning expectations set each day.

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

Teachers check engagement on a regular basis through regular contact and completion of learning tasks. Time will be given at the end of the day (during Worship times for teachers to call or contact to be made through Dojo).

Parents of children who have not engaged, will receive an email or contact through Class Dojo. If there is little or no engagement the following day, a further phone call home is made to see if there is anything which can be put in place to support learning at home.

Should children not be engaging in work and be uncontactable, safeguarding procedures will be activated in line with 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. Our approach to feeding back on pupil work is as follows:

Pupils' work will be assessed, and feedback given, through online platforms on a regular (3x weekly as a guide) basis. This can be via comments on Dojo/ Tapestry when learning is submitted or a reply sent via email/messages when learning is submitted that way. Children's progress can also be monitored through online learning platforms: TTRS, Numbots, Tapestry and Insight.

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:

Families will be offered an online 1:1 intervention lesson, to focus on specific learning needs of each child. Where families do not have access to online learning, activities will be sent home in a printed learning pack and integrated into the learning as indicated on the timetable.

All provision for SEND children is tracked. The children with EHCPs who are not attending school receive differentiated learning packs and additional live teaching. SEND provision is monitored by the SENDCO and children on the SEND register are receiving additional remote provision matched to their needs.

Our youngest pupils in the Nursery are provided with a learning pack and communication occurs regularly through Tapestry.

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?

Pupils will only isolate if they have a positive PCR test or are symptomatic and are unable to have a test. Our remote education offer above will apply to those pupils who are well enough to access learning.