

## 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 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?

The children will have immediate access to the home learning section of the website. Log on details for Microsoft teams will be issued. The children and their families currently have access to Tapestry and Seesaw in school and at home.

### 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 will 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 to make them more accessible to online learning.

## 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 (per day)	KS1/EYFS – 3 hours KS2 – a minimum of 4 hours  (In line with nationally agreed guidelines from the DfE)
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## Accessing remote education

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

Teachers will upload detailed weekly learning plans on the school website in the “Home Learning” section. This will also contain links to digital resources that children may require such as videos, worksheets and websites.

In order to provide interactivity and direct, live teaching to children in class/year groups, we will use Microsoft Teams.

Children will be able to share work they have completed via “Seesaw” (KS1-2) and “Tapestry” (EYFS/Pre-school) through uploading photos, comments, audio/video files of their work etc.

All families have been/will be provided with logins and information/support in accessing these platforms but can contact the school through the [homelearning@st-peterscofe.essex.sch.uk](mailto:homelearning@st-peterscofe.essex.sch.uk) email or by talking to a staff member on the phone for further assistance.

### 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:

1. The school has devices via the DfE access scheme, to lend to families. We have also repurposed some older hardware no longer being used and are ready to offer this to any families in need.
2. Generous parents and members of the local/business community have also donated devices, which have been given to the school for distribution as we see fit, on a case by case basis.
3. School has a number of 4G routers via the DfE scheme, to provide to families, who are having difficulties with quality of access to Broadband or who are having to rely on a mobile phone for Internet access.
4. If requested, we can also provide paper based printed resources and stationery and deliver them to households. Monitoring and feedback can be provided via phone.

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

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

- Live teaching via Microsoft Teams: this will allow discussion, questioning and feedback during the lesson. Year groups will be logging in daily to deliver this direct input. Timings and durations of sessions will be adapted as per the needs of different ages and classes of children. For example, EYFS children may expect a 10 minute teaching session of phonics, as familiar to them in their class, whereas children in year 5/6 may have 40-45 minute sessions to teach English. Classes can expect teachers to deliver at least two live sessions a day and/or make recordings of their teaching available.
- Some recorded videos such as the use of White Rose maths and Oak Academy for topic lessons
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Use of books that families have bought or borrowed from school such as novels to share as a class and link to lessons
- commercially available websites supporting the teaching of specific subjects or areas such as the BBC Bitesize collection, Little Wandle, Spellzone, PhonicsPlay etc
- long-term project work and/or internet research activities based on specific curriculum topic work agreed e.g. the Home Front in WW2, as part of a History unit of work.

## **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?**

In usual circumstances and good health, we expect children to:

- Login to live sessions in a punctual and consistent manner, when meetings have been timetabled by the teacher (technical issues notwithstanding)
- Follow school rules whilst interacting with each other and teachers on online platforms: listen when someone is talking and show each other respect
- Follow SMART rules where e-safety is concerned, as taught in school
- Upload work in a timely manner as designated by the teacher, to allow time for feedback
- Try their best with their work and develop greater independence

We would ask parents to:

- Monitor and supervise their children's access to online lessons to ensure appropriate use of technology and engagement
- Encourage children to complete work to the best of their abilities and help them seek support from appropriate places, if they find challenges in their work
- Communicate with school to make us aware of any issues or concerns they have about the learning or their children's welfare
- Encourage the children to take ownership of their work and develop good self-study habits, that will develop them for their future academic lives

The school is very aware that many parents will have to support siblings alongside individual children, as well as work from home. We are committed to helping all children continue to learn and develop and will endeavour to support parents, whatever their circumstances.

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

Teachers will be monitoring pupil work daily, checking it has been uploaded as per the requirements of the lessons and learning tasks set, sufficient application and effort is evident and feedback is being responded to/read. This will be via Seesaw, Tapestry and attendance/participation in live Teams sessions.

Teachers may feedback any concerns through:

- Direct messaging in Seesaw and Tapestry platforms
- Phone calls home
- Emails from the school account
- Letters through the post where other forms of communication have been unsuccessful

### **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:

Teachers will provide feedback through:

- Direct observation, questioning and verbal commentary in live sessions on Teams
- Written comments in Seesaw/Tapestry and marking/annotation of work uploaded in picture form (where appropriate). Uploaded work will build a portfolio of evidence over time, that teachers and families can refer back to
- Recorded audio comments attached to children's work/files uploaded via Seesaw/Tapestry
- Monitoring scores and results from online quizzes and activities such as Numbots and TTRS

### **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:

Our SENCO is highly proactive in keeping in close contact with children on the SEN register, or who have EHCPs. In some cases, it may be deemed that these children's needs will be best met by teaching them in class, within Key Worker and Vulnerable groups/ when possible. She advises families by phone or email, offering bespoke support for their needs and linking them to other external agencies who can offer additional support.

Class teachers and LSAs also work closely with these families, offering regular calls/digital communication to advise on adaptations for learning, or providing physical resources that can be delivered to families, to help their children access learning at their level. Children/families may be offered some one-to-one Teams sessions with the SENCO on specific occasions.

#### **Remote education for self-isolating pupils- (to be updated following national guidance at the point of closure)**

If 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?**

Teachers will contact the families directly to establish immediate learning and welfare needs. Children are able to access Seesaw and Tapestry at all times (not just during lockdown) and work can be provided via these means, adapted from the whole class learning as much as possible. Teachers can also send home work packs and resources, when a parent requests support.