



# Remote Learning for The Saints Academies

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.

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?**

Initially, a letter from the Headteacher will be sent out explaining what provision the parents can expect. At the beginning of each week, a timetable will be sent out detailing what will be taught that week and when. A pack of paper based work will be available to collect from school before the start of each week. Each morning, the teacher will e-mail the pupil/parent and send out the day's 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. There will be a piece of Maths and English work set plus another subject. All subjects will be covered over the week. Phonics will also be covered for EYFS and KS1 pupils and also KS2 pupils where appropriate and needed. Additional work for SEND pupils will also be sent out. This may include resources school will provide such as counters, numicon, phonics fans etc.

## **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	The recommendation is 3 hours.
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## **Accessing remote education**

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

We will be using e-mails directly from the class teacher for setting the work and sending power points and other documents. Other online work will include Purple Mash, Oak Academy, Classroom Secrets, BBC Schools, Twinkle, Tapestry, White Rose Maths

In addition to this, we will also provide a virtual meeting via Teams three times per week (when there are key worker pupils in school). This may be an introduction to the day, a live story session or a fun activity and chance for the children to interact and catch up with each other. The pupils from home will be able to connect and talk to their friends in school and the class teacher will discuss any queries the pupils may have and address any misconceptions. The children will also receive general feedback from work already submitted and have a chance to talk through any recommendations by the teacher on how to improve their work. Feedback on work will be provided weekly if there are key worker pupils also being taught in school. We would aim to do this more regularly if the teachers have time to.

### **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- During lockdown 1 we only had 1 laptop allocation at All Saints and 1 at St Augustine's. This was provided to our vulnerable families.
- The laptops in schools can only be used on the school network and are therefore unable to be loaned out.
- We provide paper packs each week for the parents to collect that contain all the resources needed to complete the week's work.
- Photographs of work taken on phones can be e-mailed to the teachers or added to Tapestry. Paper based work can be submitted the following week when picking up paper packs.

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

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers using Power Points and/or Loom)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Videos of teachers reading stories/class texts and also delivering worship.
- Teams meetings three mornings per week. Teacher led.
- White Rose Maths resources and videos will be used to aid the teaching of Maths.
- There will be a celebration of children's achievements and engagement with learning through the weekly online worship.
- The Headteacher will set out a fortnightly 'Challenge' – this will begin with a Teams meeting for all with the Head.

## 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 this section, please set out briefly:

- It is essential for the continuing development of knowledge and understanding that the work set is carried out in full. We understand the pressures that parents are under with trying to work from home themselves.
- Sticking to the daily timetable we send is essential. It also breaks the day up for the children. Some of the activities will be more practical than others so you may choose to complete these on the same day.

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

In this section, please set out briefly:

- Work that is submitted will be checked daily and weekly feedback given.
- Telephone calls to parents will be carried out by the class teacher if any concerns arise about a lack of engagement.
- We shall keep a record of any e-mails or telephone conversations with have with parents who have not been in touch or engaging with the remote work. This allows us to keep an evidence base of where and how we have been checking.

### 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:

In this section, please set out briefly:

- We shall assess and mark the work as we would if the child is in school. Next steps will be provided and suggestions to improve and edit work.
- If there are key worker children needing to be taught in school also, feedback will be given weekly but daily contact will be made.

## **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:

In this section, please set out briefly:

- Pupils with SEND will have bespoke activities set for them to suit their current needs and to promote progress and development.
- Practical resources will be provided by the school e.g. alphabet arcs, plastic letters and numbers etc that are used for interventions.
- Phonics sessions will be recorded by the class teachers and sent to the pupils using 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?**

The work that is being carried out in school will also be sent to your child. This will ensure continuity and that no gaps are formed. This is why it is essential for your child to engage with the learning. If you are struggling to engage your child then please contact the school and we can arrange some 1:1 Teams sessions with your child's class teacher.