

St George's C of E Primary School
and Nursery

Remote Education Provision

In the event of self-isolation or lockdown



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?

- Links to online platforms will be emailed to all parents and carers and available in the 'Class pages' section of our school website.
- Any parents of children who do not have access to any ICT at home to enable effective home learning should contact the school immediately.
- We will try to loan equipment to children identified above. Loan agreements must be signed by parents and carers of children with no access to ICT, before the equipment is released.
- Hard-copy packs of home learning for any children who cannot access ICT and are unable to loan equipment from school will be available in the school Entrance foyer or upon request.
- Staff will prepare online lesson plans and deliver throughout period of lockdown.
- Remote/online learning leaflet will be issued to children affected.

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?

Our curriculum approach will focus on the core skills of reading, writing and maths alongside nurturing the varying needs of children's emotional and mental welfare.

Personalised learning using online and home learning packs will be provided for those pupils identified on the school provision map. Their progress is checked through daily Zoom meetings and phone calls from the class teacher/school SENCO/SLT.

Identified gaps in pupils' learning to be developed through home learning

- Reading fluency, accuracy and stamina
- Number facts and quick recall and application of calculation methods.
- Verbal reasoning and problem solving skills
- Ability to write simple and compound sentences that are correctly punctuated
- Ability to write for a purpose
- Non negotiables – handwriting, presentation, spelling, times tables
- Recall and application of known sounds to decode words
- Manners and social awareness through an online platform
- Stamina and resilience – working routines, patience and emotional stability

Approaches to curriculum design beyond the core subjects including rationale:

- We will continue to deliver the class Learning theme remotely online which will include a range of activities from the foundation subject curriculum. This will support the wider learning of those pupils who are learning from home.
- Outdoor learning will be promoted as part of the weekly online learning timetable.
- We will continue the redesigned approach to collective worship to ensure spirituality and reflection continue to be a key part of our school week. With Father Owain we will explore the messages in the bible that give support and hope for the consequences of Covid and support the ongoing journey through the crisis and beyond.
- In exceptional circumstances, the school may reduce its curriculum offering to enable pupils to cope with the workload – the headteacher will assess this need, keeping pupils' best interests in mind, and will not make the decision lightly.

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 in EYFS and Key Stage One – 3 hours per day	Primary school-aged pupils in Key Stage Two – 4 hours per day
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Accessing remote education

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

- Teachers will provide appropriate links to online platforms to parents and carers of children affected.
- Staff will prepare online lesson plans and deliver throughout the period of lockdown.
- We will issue a remote/online learning leaflet to children affected.

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 will identify any children who do not have access to any IT at home to enable effective home learning.
- We will endeavour to loan equipment to children identified above.
- We will issue loan agreements to parents and carers of children with no access to IT
- We will prepare hard-copy packs of home learning for any children who cannot access IT and are unable to loan equipment from school.
- Teachers and TAs will regularly contact all children by daily Zoom meetings. If children do not attend these meetings we will contact the family to help with any technology issues etc.

How will my child be taught remotely?

The school will use a range of different teaching methods during remote learning to help explain concepts and address misconceptions easily. For the purpose of providing remote learning, the school will use a combination of:

- Work booklets
 - Email
 - Past test papers
 - Current online learning portals
 - Educational websites
 - Reading tasks
 - Live classes
 - Pre-recorded video or audio lessons
 - Zoom lessons / meetings
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- Termly creative curriculum topic tasks will be available for all year groups under the termly topic theme. This supports those children with reduced access to online learning. These tasks can be produced in a printed format for those families that need them and are available for collection from the school reception area.
 - Vulnerable children and those with specific and additional needs have had bespoke and customised learning created by their class teachers.
 - Further support to be given to families through emails and phone calls to parents and pupils.
 - Additional welfare checks made for those children identified on our school risk assessments.

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?

During the period of remote learning, the school will maintain regular contact with parents to:

- Reinforce the importance of children staying safe online.
- Ensure parents are aware of what their children are being asked to do, e.g. sites they have been asked to use and staff they will interact with.
- Encourage them to set age-appropriate parental controls on devices and internet filters to block malicious websites.
- Direct parents to useful resources to help them keep their children safe online.
- Pupils will be present for remote learning by 9:00am and cease their remote learning at 3:15pm from Monday to Friday, with the exception of breaks and lunchtimes.
- Parents will inform their child's teacher no later than 8:30am if their child is unwell.

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

Teaching staff will oversee academic progression for the duration of the remote learning period and will mark and provide feedback on work.

All schoolwork completed through remote learning must be:

- Finished when returned to the relevant member of teaching staff.
- Returned on or before the deadline set by the relevant member of teaching staff.
- Completed to the best of the pupil's ability.
- The pupil's own work.
- Marked in line with the Marking Policy.
- Returned to the pupil, once marked, by an agreed date.

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 are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the headteacher as soon as possible.
- Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
- The school accepts a variety of formative assessment and feedback methods, e.g. through quizzes, Spelling Shed scores, TT Rock Stars achievements and other digital tools from teachers, and will support them with implementing these measures for remote learning where possible.

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:

Where a pupil is being educated at home we are providing work packs relevant to individual pupils needs.

We have provided advice and guidance on the work being sent home or made available and parents/carers can contact school staff if they need any further information or have any queries or questions.

During this period of special arrangements due to Covid 19 the decision about the what work is sent home and its regularity is determined by the class teacher and SENCO. They will look closely at the children's IEP targets and set work which meets the needs of the pupils who have SEND. Work will be appropriately matched to ensure it meets their learning needs.

We are ensuring that the work that is sent home for pupils takes full account of their special education needs and the most effective approaches to support their learning. For example, counting using objectives around the home, measuring and comparing and reading activities that are at the appropriate level.

With the resources we send home, there will be notes on how best to support the children at home. If you need any further support, please let Mrs Craig know. She will happily provide additional advice.

We are aware that the change in arrangements due to Covid 19 and concerns about the virus itself may have an impact on the emotional and social development of some of our pupils. We have therefore provided and made available a number of resources that explain coronavirus and help pupils manage their anxiety. (see Appendix). Our school SENCO will contact parents/ carers of children with EHCPs regularly. If you need any pastoral support, please let Mrs Craig know. She will provide as much support as she can over the phone and discuss any agencies that could be contacted to also provide support.

We are ensuring that we are regularly liaising with colleagues in both health and social care to ensure that they know where pupils are being educated and what support they can provide.

As a school we will ensure that we are:

- Liaising with the school's IT support to ensure that the technology used for remote learning is accessible to all pupils and that reasonable adjustments are made where required.
- Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.
- Identifying the level of support or intervention that is required while pupils with SEND learn remotely.
- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.
- Teachers will ensure the programmes chosen for online learning have a range of accessibility features, e.g. voice-to-text conversion, to support pupils with SEND.
- Lesson plans will be adapted to ensure that the curriculum remains fully accessible and inclusive via remote learning.
- The school will review the resources pupils have access to and adapt learning to account for all pupils needs by using a range of different formats.
- Work packs will be made available for pupils who do not have access to a printer – these packs can be collected from school by prior arrangement.
- Teaching staff will liaise with the SENCO and other relevant members of staff to ensure all pupils remain fully supported for the duration of the remote learning period.
- The SENCO will arrange additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls.
- Any issues with remote learning resources will be reported as soon as possible to the relevant member of staff.

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?

- At the end of the first day of isolation teaching staff will upload meaningful and ambitious assignments reflecting the day's learning in class.
- Deliver a planned, coherent and well-sequenced curriculum which allows skills to be built incrementally.
- Provide frequent, clear explanations of new content through high quality curriculum resources, including through educational videos.
- Assess progress by using questions and other suitable tasks and be clear on how regularly work will be checked.
- Adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers.
- Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.
- Senior Leaders will follow up contact with parents where pupils fail to engage with their online learning, and/or where parents fail to respond to class teacher emails.