

St John's C of E VA First School



Together we have the roots to grow and the wings to fly.

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 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?

Where possible, we will provide the physical resources needed to enable your child to continue their education at home. This could include paper copies of tasks, which will be completed in school. These will need to be collected from the school office and we may be able to provide further resources if required and requested, for instance pencils and pens. As far as possible the work being sent home in these circumstances will be the same as that being completed by the children in school. Overviews of learning and weekly planning documents can be found on Seesaw (or Tapestry for Reception children). This can be accessed using the username and password supplied by the class teacher. Class teachers can be contacted for advice using Seesaw, Tapestry or the year group email account.

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 offer broadly the same curriculum remotely as we do in school. However, there are some exceptions to this:

- ❖ PE sessions in school are taught by Mr Croucher and the class teacher. Our remote learning directs your child to online providers including IG Sports, PE with Joe and Cosmic Yoga
- ❖ If your child is in Reception class he/she may have different activities to do at home during sessions where the children in school are engaged in self-initiated learning through play. This is due to the availability of resources at home and also the fact that children in school will be able to engage in collaborative tasks with their peers in class.

Remote Teaching and Study Time Each Day: How long can I expect work set by the school to take my child each day?

The Government has set the expectation upon schools to *‘provide teaching that is equivalent in length to the core teaching pupils would receive in school.’*

Early Years Foundation Stage: 2 hours	Daily Phonics, Reading, English and Maths 1 x activity per area of learning per week.
Key Stage 1: Year 1: 2 – 3 hours Year 2: 3 hours	Daily Phonics, Reading, English and Maths 1 lesson per day in a foundation subject: Science, History, Geography, RE, Art, DT, PE, Music, and PSHE
Key Stage 2 (Years 3 and 4) 3 – 4 hours	Daily Phonics, Reading, English and Maths 1 lesson per day in a foundation subject: Science, History, Geography, RE, Art, DT, PE, Music, and PSHE

In each Key Stage, the time dedicated to learning includes the time spent listening to any audio / video input, the time spent completing, independently where possible, the tasks set and the time spent reviewing work. At St John’s First School, we would still expect the children to complete their reading time each day along with time spent practicing spellings, handwriting and times tables using the online resources provided for the children.

Accessing Remote Education: How will my child access any online remote education you are providing?

Seesaw: This is where you will find links to the live lessons and recorded sessions, details of tasks set for each day and an overview of the weekly learning. Completed work is to be submitted using Seesaw. Parents and carers can also use Seesaw to communicate with their class teacher with questions and concerns. The teacher will use Seesaw to provide feedback to children.

Where the teacher is in school teaching all day, responses may come from the parallel class teacher who is responsible for the remote learning that day/week.

Tapestry (Reception children only): This is for parents and carers to share photos, videos and comments on learning at home so that your child's class teacher can be kept informed of what your child is achieving at home.

Zoom or Microsoft Teams: These are used for regular video calls between teachers and pupils/parents to enable classes to remain connected and for generic support with learning to be provided.

Ed Shed: learning platform for spelling

TT Rockstars: Learning platform for Times Tables practice

Oxford Owls: Online reading scheme

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:

If your child cannot access our remote learning for any reason, you must let us know so that we can offer support. The support we can offer is:

- ❖ We have a limited number of devices we can lend families where the children do not have sufficient access to a device to enable them to engage well with our remote learning. Contact the school office if this applies to you on 01373 462251 or email the school office on stjohnsfrome@educ.somerset.gov.uk
- ❖ If you don't have access to a printer at home, please contact your child's class teacher. Most tasks are designed to enable the children to complete on paper and the class teacher will be able to offer advice on alternative ways of completing work if needed.
- ❖ Parents can request printed packs via the school office, which can then be collected from the school between 09.30 and 11.30 or 13.30 and 14.30. In exceptional

circumstances printed packs can be delivered or posted to the home address.

- ❖ Class teachers will put together resources packs for any child who needs them. These will be specific to the needs of the child and appropriate for the year group but could include pencils, pens, photocopied sheets, whiteboards etc. Please get in touch with your child's class teacher if you need a pack.
- ❖ If you do not have online access, your child's work can be submitted to your child's class teacher on paper. Work completed on paper should be returned to school and placed in the quarantine box. This will then be marked after the quarantine period and feedback provided either by telephone or in written comments upon the work. New learning can also be collected at this time.

How will my child be taught remotely?

Our remote teaching offer is designed to meet the needs of the children at their different stages of development and will be regularly reviewed to ensure it is as accessible as possible to our families at home. Within our remote learning provision we offer:

- ❖ A mix of pre-recorded and online support from a class teacher through Seesaw and Tapestry.
- ❖ Teachers and teaching assistants will make 'live' video calls weekly to further connect with home learners. These may have a learning focus or they may focus on social activities and children's emotional wellbeing.
- ❖ For children in Reception, Year 1 and Year 2, there is access to recorded teaching for phonics. Your child's class teacher will tell you what level you need to access.
- ❖ White Rose to support learning in maths.
- ❖ Printed paper packs produced by teachers where required, including reading books and workbooks as appropriate.
- ❖ We will also direct children to commercially available websites for video clips and sequences to support the teaching and learning in specific subjects or areas, for example, BBC Bitesize, Oak Academy, Get Epic.
- ❖ Long-term project work and/or internet research activities

Please note that we are very aware of the difficulties that can be created by live online teaching, ensuring all children are appropriately safeguarded, and we appreciate the limitations for some families where there are siblings in the family sharing one device. With this in mind, we have adhered to Somerset Local Authority Guidance and kept our live sessions to a minimum.

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 order for remote learning to be as successful as possible, we expect the following in terms of pupil engagement and parental support:

Children will be expected to:

- ❖ Engage in the home learning opportunities provided just as we would expect them to attend school daily.
- ❖ Complete all learning tasks on the day they are set wherever possible. (We do understand that where families are juggling the needs of working parents and more than one child home learning, tasks may be completed outside of the usual school day/week. Please keep in touch with your child's class teacher if this is the case)
- ❖ Read daily either independently or to an adult
- ❖ Work to the best of their ability during live sessions and set tasks, ensuring work is completed at a level which is comparable with the level they would maintain in school.

Parents will be expected to:

- ❖ Support their children to set up clear working routines and a working space at home dedicated to remote learning.
- ❖ Support and guide children with at least some of their learning on a daily basis, in addition to the live and pre-recorded teaching, especially if your child is in Reception, Year 1 or Year 2. (Please seek advice from the class teacher if you need support).
- ❖ Keep distractions during learning time to an absolute minimum.
- ❖ Get in touch with the class teacher if you are worried about your child's level of engagement.
- ❖ Maintain children's learning standards with guidance from teaching staff.
- ❖ Ensure any physical resources requested are collected from school as soon as possible, and any work being returned to school is returned in a timely manner.

We recommend that parents help children to establish a routine with their home schooling because we recognise the positive impact this has upon their engagement and motivation.

Given the age of the pupils at our school, we know that they will require quite a lot of adult interaction in order to get the best from their home learning experience. We acknowledge the additional burdens that home education places upon families and remain hugely grateful to parents for their help, support and encouragement during this difficult time. However, without the support, encouragement and discipline provided by parents, home learning will not be as successful for primary age pupils as it could be.

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

- ❖ Our staff have been split into two alternating teams, one to cover the in school provision and one for the home learning. The teacher whose responsibility is home learning will respond to the children's learning on a daily basis and will monitor their engagement, taking note of those who do not engage.
- ❖ We understand that there are myriad working situations within our school community and that some families might not be able to be rigid in their routines. We support a flexible approach where it is necessary and so will analyse engagement over the course of a week to allow for all learning patterns.
- ❖ Where we are concerned with engagement we will telephone parents and check that they are able to access the materials and offer support in order to try and improve the situation. This might be in the form of offering paper packs or small group/1:1 video calls with the child to support them with either learning or wellbeing.

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 be assessing the work as it comes in on Seesaw, just as they would with work produced in class. These ongoing, informal assessments are a key part of the picture we build of each individual child.
- ❖ Where it is appropriate, some assessment materials will be set to allow us to find gaps in knowledge and plan future units accordingly, just as we would with all children in school.
- ❖ Teachers might choose to put a whole class message (announcement) on Seesaw giving general feedback to a class but more often, the feedback will be written to each individual and will comment on a specific piece of work.
- ❖ Teachers will comment upon or 'like' children's work on Monday, Tuesday, Thursday and Friday. On Wednesdays, the teachers will be engaged in other work and so will approve the children's contributions at the end of the day.

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:

- ❖ Children with SEND may be invited to small group / individual live lessons via Zoom or Teams depending on individual circumstances.
- ❖ Differentiated learning activities will be provided by the teacher
- ❖ Staff will make regular contact with parents of children with SEND who are not in school to ensure that needs are being met and that work is appropriate and accessible to the child.
- ❖ ELSA support will continue to be offered in school to our most vulnerable children and where possible we will arrange online or telephone support for children who are struggling to manage isolation at home during the school closure.

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?

In the circumstance where your child needs to isolate but their school bubble remains fully open, you will have access to the weekly planning overview provided by the class teacher and all of the online teaching outlined above. This includes links to websites and resources available online to support your child with the learning. We can make home learning packs available where needed and you should get in touch with your child's class teacher for further advice, guidance and support with home learning where needed, using Seesaw, Tapestry or the year group email.