



Remote Education Provision – Information for Parents

Written: January 2021

Approved By Governors: 18th January 2021

Rationale:

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.

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?

In the first 24 hours of pupils being asked to work remotely, pupils should continue with their daily reading, weekly spellings and any outstanding home learning. Pupils in Key Stage 2 may also access Mymaths, TT Rockstars and Year 6 IXL.

By day 2, pupils will have been sent formal remote learning by their class teachers to complete via the school website and uploaded to Tapestry/ Seesaw. This initial few days of remote learning may look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

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?

Whilst working remotely:

- We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, it may be that we teach the units of work in a slightly different order, depending on the length of remote learning. Some aspects of the curriculum such as Design Technology may be scheduled for when pupils return and replaced with a later art unit of work. We may be accessing different resources in some instances and using pre-recorded sessions for example Oak Academy, BBC Bitesize.

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:

Key Stage 1 including Reception	3 hours daily
Key Stage 2	4 hours daily

Accessing remote education

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

On line remote education will be available on the school website via class pages. In addition all work will be uploaded onto Tapestry (Reception pupils) and Seesaw (Years 1 – 6).

Dependent upon the age of the pupils we use a wide range of other digital platforms in school which may be utilised to support online remote education.

These include:

Purplemash	(Reception- Year 6)
Mymaths	(Year 1 – Year 6)
Spag.com	(Year 1 – Year 6)
TT Rockstars	(Year 2 – Year 6)
LBQ	(Year 3 – Year 6)
IXL	(Year 6)
Oxford Owls	(Reception- Year 6)
Epickids	(Reception- Year 6)
Education City	(Across school as required)

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 have completed a survey with all parents so we are aware where there are barriers to pupils accessing online learning. Should any parent require further assistance with online access or if a situation changes they should contact the school office info@stmaryscecrompton.oldham.sch.uk Telephone 0161 770 8309

How will school issue or lend laptops or tablets to pupils, and where parents or carers can find more information ?

Where resources allow and a need has been identified by the parent and school jointly then a laptop will be loaned for the period of the isolation/lockdown. This will be signed for by the parent and returned in the condition it was received.

(At the time of publication the school has been allocated 5 laptops from the DFE.)

How will school issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information ?

School has sent out information to parents to assess if they are eligible for free internet access.

The DFE states families must meet all 3 criteria:

- do not have fixed broadband at home
- cannot afford additional data for their devices
- are experiencing disruption to their face-to-face education.

From this information school will then apply to the providers on their behalf.

(At the time of publication school has requested 4G routers or dongles from the DFE but have not yet received any allocation.)

How can pupils access any printed materials needed if they do not have online access ?

Pupils are encouraged to record answers in a book or on paper and most worksheets do not require to be printed. Where a printed copy (ie some maths sheets) is required then printed copies can be collected from the school office by prior arrangement.

If work cannot be viewed on line then printed copies can be collected from the school office by prior arrangement.

How can pupils submit work to their teachers if they do not have online access ?

On the rare occasion that pupils are unable to submit work to their teacher either via Tapestry/Seesaw/E-mail then work should be submitted when pupils return to school, if this is a short isolation. For longer periods of national lockdown, work should be returned to school in agreement with the class teacher.

How will my child be taught remotely?

At St Mary's School we use a range of approaches to teach pupils remotely such as:

1. Live contact with class teachers

Live Teams meeting twice a week during long periods of isolation (National Lockdown) to provide opportunities for interactivity, including questioning, eliciting and reflective discussion. (All classes.) This will be put into place as soon as is reasonably practical.

2. Recorded teaching

For English and some foundation subjects we will use Oak National Academy lessons.

For Maths we will use White Rose Maths Videos.

For other foundation subjects we may use other video recordings such as BBC Bitesize.

The above may be supplemented by video/audio recordings made by our class teachers.

3. Printed paper packs produced by teachers

Recorded lessons may be supplemented with other worksheets/ resources but work should be recorded in a book or on paper wherever possible.

Where individual personalised work is required for educational purposes a workbook may be provided in agreement and at the discretion of the class teacher/SENDco

4. Textbooks and reading books pupils have at home

To reduce the need for parents to come onto site, reading books will be replaced by online electronic libraries such as Oxford Owl and Epickids

5. Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences are also used. See list below.

Websites/Licences	Year groups	Curriculum Area
Purplemash	Reception- Year 6	Computing, Music, History, Geography, Science
Mymaths	Year 1 – Year 6	Maths
Spag.com	Year 1 – Year 6	Spelling and grammar
TT Rockstars	Year 2 – Year 6	Times tables
LBQ	Year 3 – Year 6	Maths
IXL	Year 6	Maths
Oxford Owls	Reception - Year 6	Reading
Epickids	Reception - Year 6	Reading
Education City	Across school as required	English, maths, science
BBC Bitesize	Year 2 – Year 6	Science
Literacy Shed	Year 3- Year 6	Literacy
Joe Wicks	Reception - Year 6	PE
CBeebies	Reception	PE
Letters & Sounds/ Mr Mac/	Reception/ Year 1	Phonics

6. Long-term project work and/or internet research activities

These are not part of our remote learning offer.

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?

We expect pupils to engage with remote education on a daily basis and upload their work on Tapestry or Seesaw for feedback from their Class Teacher.

We expect parents to support their children by establishing clear routines and by following the Daily timetables set by the class teachers. We expect parents to facilitate the uploading of work onto Tapestry or Seesaw.

When Teams sessions are scheduled for the class we expect pupils to attend and engage in the sessions and parents to facilitate this wherever possible.

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

Class teachers monitor all work submitted throughout the day and record what has been submitted by each child. Feedback to pupils/parents will be given during the school day i.e. 9am - 4.30pm

Any concerns regarding a pupil's engagement will be followed up by the class teacher via a telephone conversation with parents. Any further lack of engagement will then be discussed with SLT who will follow this up with parents.

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:

- Individual feedback on Tapestry/ Seesaw on a daily basis from Class Teachers.
- Whole class feedback via Tapestry/Seesaw/ Teams sessions as appropriate.
- Formative assessment will be on going as teacher's review pupil's daily learning and next steps and misconceptions addressed. Further questions may be asked of pupils to which they are required to respond to clarify understanding, give more detailed information or make corrections or alterations to their work.
- Some platforms such as SPAG.com LBQ, MyMaths will also provide teachers with detailed information and immediate feedback as part of their on-going assessment.
- Videos, written work and photographs uploaded by pupils in Reception will form part of the pupils learning journey and contribute to the EYFS assessment at the end of the academic year.

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?

SEND

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 a period of National Lockdown any pupil with an EHC will be actively encouraged to attend school so that individualised support can continue.
- Where the above is not possible our SENDCo, Class Teachers and Teaching Assistants will continue to support pupils with their remote learning through regular contact home and differentiated work to meet the needs of individual learners. Whilst we have high expectations of learners and standards of work, we also realise that remote learning creates specific challenges for some of our learners. We are realistic in our expectations and understand the need to make adjustments where required.

Younger Pupils

- For younger pupils in school who often require higher levels of parental involvement to support engagement and use of technology, all tasks will not be written or digitally led. For example in Reception role play will be incorporated into their learning alongside activities such as junk modelling, sharing a book, PE and exercise.

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 first 24 hours of pupils who are isolating should continue with their daily reading, weekly spellings and any outstanding home learning. Pupils in Key Stage 2 may also access Mymaths, TT Rockstars and Year 6 IXL.

By day 2 teachers will have communicated home learning tasks to pupils and their parents via an agreed platform: E-mail, Tapestry, Seesaw or printed pack. Work set will match that what is happening in school as far as is reasonably practical and appropriate. Additional tasks may be set or substituted where the class content cannot be replicated in a home environment. All work completed should be returned to the class teacher as per an agreement eg uploading to Seesaw/Tapestry for daily feedback or returning to school at the end of the isolation.