

# St. John's C of E Primary Academy



Remote Learning Provision

January 2021

Information for Parents

## **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?**

Our school is set up for immediate remote learning, through our communication platform Class Dojo.

- In the immediate days after opening only for vulnerable and Key/Critical workers. 3 lessons a day, of English, Maths and Topic.
- These lessons will be in the form of pre-recorded teaching (videos up to 10mins) that deliver the lesson, allowing for pausing and replay. These will be posted on each year groups class story.
- The applicable worksheets, or requirement to complete (photo, video, written, typed) will be done through the child's personal portfolio.
- Marking and feedback will take shape in the comments section of each child's individual work, including the option to return as draft, so that children can alter and add to, where necessary.

## **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 wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, (P.E., Science & D&T may differ slightly due to resources available in the home, however teachers try to teach with this in mind, using resources, materials and equipment that are often found in most homes).

## **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	EYFS - 10 hours min. across a 5 day period. Eg. 2 hours per day.  KS1 – 15 hours min. across a 5 day period. Eg. 3 hours per day.  KS2 – 20 hours min. across a 5 day period. Eg. 4 hours per day.
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## **Accessing remote education**

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

- Class Dojo is our primary platform; it is the schools communication system, but also remote learning platform. Every child in school also has their own individual login, which includes access to their 'portfolio'. Children use this regularly for homework during term time. The portfolio facility allows for the upload of photos, videos, drawing, typing, and worksheets. Theses can all be worked on directly. Recorded lessons, live lesson links, and Oak National lesson are all posted on the 'Class Story' facility available to each year group.
- Class Dojo can be accessed through all mobile devices, tablets, netbooks, laptops, ThinkPad's and desktop computers. It can also be accessed via devices such as PlayStation, X-Box, Amazon Echo Show etc.
- Help videos and tutorials are available for all of these.

### **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 the first instances, all children that remain in school will be allocated with technology within school, eg. Laptops and netbooks.
- Any additional laptops can be then be allocated to children requiring them.
- The school is in possession of 26 laptops/chromebooks provided by the government for allocation. In the first instances these are allocated to children with Social Workers involved with families, and then vulnerable children or children and/or families with limited access to technology will then have them allocated to them.
- Disadvantaged families may be able to benefit from free increases to their mobile data if they're a customer of either: EE, O2, Sky Mobile, SMARTY, Tesco Mobile, Three, Virgin Mobile, Vodafone. School can assist with this for families wishing to seek this, see <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data>
- Wireless Broadband routers are also available, however extending mobile data has to be explored first, as there are no guarantees with the procurement of routers.
- If additional laptops are still required above all of these for families and children to be able to successfully complete remote learning, then the school can request further devices. Please contact the school.
- Those who after exploring all of the above and who may still have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) may contact the school for access to a school bubble.

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

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

- Live teaching (online lessons) – these sessions will last for around 40 minutes, and include teaching, interaction, and the facility for children to commence work and ask questions with adults still present. Work is set on the children's portfolio.
- Recorded teaching – teachers record videos up to 10 minutes for each of the applicable lessons with 'how to's' that children can replay, and pause on 'class stories', to aid completion of work that has been posted into the children's portfolios
- Oak National - recorded lessons can also be used and are posted and recorded in the same way as teachers recorded lessons.
- Times Tables Rockstars – to assist additional maths
- Fast Phonics – In addition to EYFS and KS1 recorded lessons, includes E-Library
- Reading Eggs – In addition to EYFS and KS1 recorded lessons, includes E-Library and comprehension assignments.
- Reading Eggspress - KS1 and KS2 recorded lessons, includes E-Library and comprehension assignments.
- Other suitable websites may also be used for additional learning.
- Project work will take place during traditional school holidays, where schools are to remain open, and as part of wellbeing on Friday's.

## **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?**

- Example timetables have been distributed via Class Dojo for parents and children would like to keep a school routine.
- A 'live timetable' is posted before the beginning of each week, so that children know what time to be online. (These are 2 to 3 times per week, dependent on staff rotas in school).
- Children are expected to complete work that is set, but are allowed an additional 7 days to complete after the day set.
- Parental support required is minimal, however appreciated where applicable with the usage of technology etc.
- Class Dojo messaging service provides a direct link to teachers for parents with any questions or concerns.

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

- Children's Class Dojo portfolios are monitored daily, by all staff across the school, including class teacher and LSP, but also by additional class teachers and LSPs.
- General wellbeing checks will be carried out weekly via class teachers and our family support worker via a phone call home. With any concerns noted during these conversations.

## **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:

- All children's work will receive feedback through a host of ways, including:
  1. Direct conversation during live lessons
  2. Comments on work submitted on portfolio
  3. Video links available between teacher and pupil on portfolio
  4. The returning of work as draft to add to, alter, amend.

## **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 the child's best interest is to be in school, this will be offered.
- Remote learning will mirror in school learning, where year group work cannot be differentiated to allow access to work, work in accordance to the child's SEND targets will be set.
- Practice lesson using Microsoft Teams and Dojo will be set up to allow for familiarity, and teaching will also reflect these issues, with practical learning be allowed for through the usage of photo and video on portfolio mirroring Learning Journey/CIA style education.

## **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 immediate instance where children have to self-isolate at home, or remain at home for any reason, then activity worksheets can be immediately assigned to the specific child/ren's portfolio. Usually Maths, English, Topic.
- After the initial few days, children will receive short recorded videos of up to 5 minutes of lessons, and the work to be done in class will also be added to the child's portfolio.
- Where technology and convenience allows, platforms such as Teams can be used to allow for the child to receive 'live' teaching from the classroom at the same time as the children in class receive.