



St. Paul's
C.E. Primary School
Learning Together

Remote Education Provision Offer

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.

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.

The remote curriculum: what is taught to pupils at home

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

During the first day of remote education you will receive information from school via text or Class Dojo to outline how remote learning will look and how you can access it. You may also receive a phone call to discuss individual requirements, particularly if your child is isolating due to 'Track and Trace'. On the first day of being sent home children will have access to a maths and English lesson, at least, if these subjects have not already been covered whilst the child was in class. Where required, and should capacity allow, school may arrange for a digital device to be available for your child to use,

If a child is sent home because they have Covid-19 symptoms and they are unwell, they will not be expected to complete their remote learning until they are feeling better. We also understand that if parents or other members of the household are ill with Covid-19, that remote learning may become more difficult for the child. In these circumstances we will liaise with the family to discuss the situation.

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?

Following the first few days of remote education, wherever possible and appropriate, staff will ensure that children accessing remote education will be taught broadly the same curriculum as if they were in school. This will be available via Class Dojo. Teachers may find alternative tutorial videos using high-quality national resources such as the Oak Academy and White Rose, but these videos will correspond, as much as possible, with what the teachers are delivering that day in class. At St. Paul's, we will not be conducting live lessons for remote learning as we feel it is important to offer a degree of flexibility to those children working from home with different circumstances.

On some occasions, teachers may need to make adaptations in certain subjects. For example, PE and outside learning tasks may need to be adapted for children at home to access depending on their individual circumstances. In addition, if a task in class requires a lot of discussion, prior learning or involves an investigation which cannot be carried out at home, the teacher may have to amend it to make it more suitable and manageable for remote learning.

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 and EYFS	2-3 hours (3 hours maximum)
Key Stage 2	3-4 hours (4 hours maximum)

Accessing remote education

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

At St. Paul's we use Class Dojo as a platform for online learning and feedback. Your child has their own Class Dojo account and your child has been shown in class how to access their learning via Class Dojo. Children have been using Class Dojo both at home and in school to access their learning since the lockdown which commenced on 5th January 2021. However, we understand that children may still require support with this.

There are 'How To' step-by-step videos and guides on the school website which staff have created to help parents support their child(ren) when using Class Dojo. School also offers continued additional support and guidance, if and when required, and will continue to do so.

In order to offer further support, teachers and school staff make regular curriculum calls to families who may be finding it a challenge to access the learning remotely.

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 does not have access to a laptop or other suitable device, but your home does have an internet connection, then we will be able to arrange for you to borrow a device from school, dependent on availability. Parents and carers should contact the school office for further information, if a device is needed, to find out if this would be an option.
- For any pupils who do not have any access to the internet, we have a limited number of SIM cards which we can give to families to enable them to access the internet. Parents and carers should contact the school office for further information, if they do not have access to the internet, to find out if this would be an option.
- Class teachers will undertake regular curriculum calls with parents and carers, if required, to offer support and to establish whether any additional resources are needed. Any technological barriers to remote learning, or individual needs that need to be considered, will be recorded on the schools' online management system; these will be reviewed by SLT and actioned if needed.
- At St. Paul's, we are continuing to increase our capacity to support families with additional devices. In the event that individual pupils require digital devices for home learning then school will contact parents or carers to issue a device. Devices, however, are still limited. Digital devices will be loaned to families on the basis that an Acceptable User Policy is signed and kept by school.
- If a device is needed and a family are self-isolating, school staff will be able to deliver one to them following the school's COVID-19 risk assessment and government social distancing guidelines.
- Children will receive their work via Class Dojo and they can complete it on paper or online. This is where work will be uploaded and feedback will be provided. There is no need for children to return paper copies of work into school as these will need to be quarantined, resulting in a delay that would impact on the teachers' capacity to feedback in an effective and timely way.

How will my child be taught remotely?

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

- Class Dojo will be used as a platform to set work, provide links to lessons and for communication between teachers and pupils. Teachers will post work that the pupils are to complete and return using the 'Portfolio' section of Class Dojo. Pupils can complete the work online or on paper then take a picture of this to upload. They should then press 'hand in' to submit the work.
- Teachers will mostly use recorded videos, including those from the Oak Academy and White Rose Maths. Lessons will be supplemented with written instructions, scaffolded support and 'Steps to Success'. Teachers may also provide a small, pre-recorded video of themselves explaining how to complete a task or modelling expectations to the children. These recordings will outline the requirements and skills required to complete assignments and help communicate learning to our pupils.
- Teachers will endeavour to vary the learning experiences for the children at home, just as they would in school. Work will be presented in a variety of forms; recorded introductions and demonstrations, drawings, photographs, videos, songs, rhymes, physical challenges etc. The range of approaches used will meet the needs of learners that favour visual, auditory and kin-aesthetic learning styles and enable all of our pupils to access an engaging and rewarding curriculum through this 'blended' remote learning approach.
- To ensure variety, some activities will be able to be accessed on the school website including the 'Wednesday Challenges'. These are designed to promote learning 'away from the screen' and engage pupils in some creative, themed activities, which can all be accessed at home.
- Interactive stories and assemblies will also be developed for children to access via the school website using the 'Loom' software.

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?

Staff can expect pupils learning remotely to:

- Log on to their Class Dojo account at the beginning of the student's normal school day. This will ensure students are informed of their remote learning for that day and can plan their day appropriately
- Complete daily English and maths tasks and one other 'non-core' subject area eg Geography, History,
- Complete a weekly RE task
- Seek help if they need it.

In order for teachers to be able to respond appropriately and offer timely feedback it is extremely important that the work is submitted during the usual school working hours. Therefore, please encourage your child to submit work to their teachers between the hours of 8.00am and 4.00pm, wherever possible.

We understand that families are sharing devices, and may not be able to do all of the work early in the day, but if maths and English tasks are prioritised, and completed first, it will really support your child's learning further, particularly in the core subjects.

Staff can expect parents/carers with students learning remotely to:

- Support their child/ren with daily remote learning tasks
- Monitor their child's use of ICT equipment and the internet
- Alert teachers on the day if they are not able to access and/or complete work for any reason
- Make the school aware if their child is sick or otherwise cannot complete work
- Seek help from the school if they need it

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

- Class teachers will keep a home learning record each day which records engagement of pupils and provides a record for assessment purposes.
- If pupils have not accessed the remote learning or don't complete the required amount of work set out above for their key stage, and parents have not contacted the school, teachers will contact the parents to establish any barriers and offer support.

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:

- **'Steps to Success'**

Our class teachers respond to work that is submitted by our pupils and we have been thinking carefully about how we can make this process even more efficient and effective. Research tells us that in order to maximise remote learning it is really important that pupils have opportunities to reflect on their own work, and that an element of self-assessment is really useful to secure progress. Pupils also need to be really clear about what the expectations are and what success looks like for each task that they complete. With these things in mind, the teachers will be displaying and explaining tasks and providing clear 'Steps to Success'. Pupils will be able to check their understanding against the 'steps' and they will provide a valuable framework for this process. Parents of our younger pupils will also be able to see clearly what the components of the task are, whether their child has achieved each part and what further support might be needed.

- **Assessment of Bronze, Silver or Gold**

Each piece of work submitted will be responded to by the teacher and given an assessment of Bronze, Silver or Gold. This will make it really clear to our pupils if there is further work to be completed for each task. Gold will mean that pupils have completely achieved the learning objective and in some cases a next step will be provided to challenge the pupil further. Silver will suggest that children have partly achieved the learning objective and the response to this will be a 'now' next step to progress the learning further. A Bronze assessment will mean that the child will need to be re-directed to the task explanation and may need further support to help with understanding. Therefore, please be mindful that your child may be asked to respond to a single task on more than one occasion to make improvements and our staff will be able to help your child with this.

- **Frequency of feedback**

The government guidelines for providing feedback for remote learning is at least once per week, however, at St. Paul's we aim to do this much more frequently. Teachers will respond to tasks as soon as possible, usually on the same day or the following day. Some pieces may just have an acknowledgement mark, whereas others will have more detailed marking or a 'now' next step for the pupils to complete. This will depend on the type of task in addition to the needs of the individual child.

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:

- Teachers know the needs of each individual child in their class and they may differentiate tasks where necessary.
- Additional supports, examples and checklists may be issued.
- Visual timetables and other support materials to aid a child's engagement may be issued where necessary.
- Where other individual approaches are required, the class teacher or SENDCo will discuss these with families individually.

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 unfortunate event that a student is unwell then there would be no expectation for any work to be completed. Careful tracking will ensure that any missed learning intentions are revisited to eradicate any gaps in learning.

If a child has to self-isolate but they are well, school would make contact with parents/carers to see if the family need to be supported with accessing remote education. Where possible, a device will be issued and delivered (following social distancing measures) if this is deemed necessary.

Students self-isolating would access their learning via Class Dojo as outlined above and this will be in line with class learning as much as possible, although slight variations may have to be applied in order for it to be suitable for remote learning.

Remote feedback will be provided to any self-isolating child through the teacher, or learning support assistant, based in the classroom. This will be done via Class Dojo, as above.

Weekly welfare calls will be made by the class teacher or a member of office staff and home visits will be conducted if necessary.