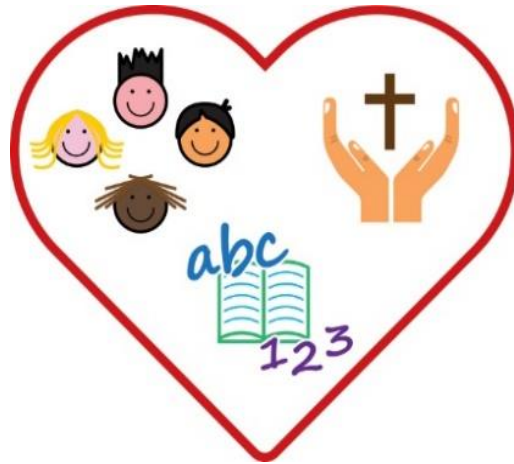


# ST. MATTHEW'S C.E. PRIMARY SCHOOL & NURSERY



## REMOTE EDUCATION PROVISION - INFORMATION FOR PARENTS

Reviewed: January 2021  
By: Mrs L Walton

Date of next review: January 2022

Be blessed by God, be happy and aspire to be....

## **St Matthew's Church of England Primary School and Nursery** **Remote Education Provision – Information for Parents**

### Mission Statement:

St. Matthew's C.E. Primary School and Nursery is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

### Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.  
We can all **'Be blessed by God, be happy and aspire to be...'**

## **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?**

In the first few days of an isolation, the children will have immediate access to an 'Emergency Grid' of learning. of work which is stand alone, quality work appropriate for the year group, enough for 3 or 4 activities a day for 5 days. i.e. 1 x maths, 1 x English 1 x wider curriculum and 1 x additional activity e.g. spellings, times tables, etc each day. The grid will be shared on the website along with the matching worksheets needed. If at all possible, the paper version of the work pack will be either sent home with children, or will be available for collection from school. Teachers will give teaching input on Class Dojo, each morning before 9am, for the areas to cover each day. The children will be able to complete their tasks and upload these to Dojo for marking and feedback. This work pack will last for 5 days, and if children continue to be in isolation an additional work pack will be shared with families on the website and as a paper version if at all possible.

Be blessed by God, be happy and aspire to be....

## 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 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 within Computing, Art, PE, Design Technology and Music there may be some resources and items which children would not have access to at home. So some elements of these subjects may not be able to be covered as they would in school whilst on 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:

Early Years Foundation Stage	Nursery children approximately 1 hour each day. Reception – 2 to 3 hours each day.
Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours each day

## Accessing remote education

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

We will use the Class Dojo app to deliver all our teaching input in a pre-recorded format. We will ask children to upload their work where possible, and staff will be able to mark this work and give feedback.

**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 a small number of digital devices and routers which have been provided by the Government to assist with remote learning which we are able to loan to families. We use a range of criteria in making decisions to lend a device to a family. Please note these, are not available on request as we know that demand is greater than supply. Please contact school for further information.
- In response to our parental questionnaire, we have decided to provide paper packs of work alongside our remote teaching input. The paper packs are readily available and the collection of these is organised across school. The pick up times for this are on Fridays and are communicated to parents using Class Dojo app and texts to parents.
- If children do not have digital or online access at home, pupils can submit their work to teachers in a paper format at the end of each week. This will be checked and marked by the staff in school.

## How will my child be taught remotely?

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

- recorded teaching input across the curriculum from our own teachers. This will include explanations, modelling of tasks, sharing of good examples, and scommunacl feedback to the class or groups of children. This may also include the use of some video clips from other sources and may use power points and other ways of modelling teaching.
- Printed paper packs produced by teachers (including the weekly grid, workbooks and all worksheets needed for the week)
- children have access to paper work packs and exercise books to help with remote learning. Each child has 2 x CGP workbooks at an age appropriate level in English & Maths, or phonics and Numbers to support with home learning. Children have access to a range of reading materials whilst working remotely. We subscribe to rising stars for Reception to year 3 children.
- on the weekly learning grid, the teachers may identify some additional games and content on websites which support and develop children's learning.
- School has subscribed to other commercially available websites commercially to support the teaching of specific subjects or areas, for example Numbots and Times Tables Rockstars to support rapid recall of maths facts, Rising Stars to enable reading at home for Years Reception to year 3.
- Children will not usually be asked to complete long-term project work and/or internet research activities as per the schools full opening guidance.

Be blessed by God, be happy and aspire to be....

## 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 ask all children and families to sign up to the Class Dojo app and engage in the work and messages on this platform. We encourage and expect all children to engage with the activities planned by their teacher for remote learning.
- We aim to work together with parents and carers in encouraging children to engage with their learning, we understand that due to family and work commitments some children's learning may not take place at the time expected and that there are sometimes reasons why families are finding remote learning a challenge. At all time we encourage a dialogue with parents and use the DOJO app to help with communications.

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

- Teachers and other staff will check on a child's engagement each day. This information is shared within school and with our attendance and pastoral team.
- If engagement is a concern, a system is in place within school to encourage children and parents to engage and we will chase up children from a safe guarding and engagement point of view. This will involve a range of texts, phone calls and may include home visits where there is additional concern re safeguarding or non-engagement.

### 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:

- Staff will give feedback on work uploaded to DOJO. This will be usually an encouraging comment, and may include some specific feedback about how to improve, children may be given an additional challenge or further support through messaging if needed.
- Children will receive feedback quickly and this will often be almost immediately during the working day. If work is submitted out of usual school hours, the feedback may not be given until the start of the next school day.

Be blessed by God, be happy and aspire to be....

## 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:

- Staff will provide additional support for children with SEND. Some children may receive differentiated work tasks, or highly personalised work in their packs to complete.
- Younger children may find it a challenge to access remote learning. Our Nursery, Reception and Year 1 staff plan age appropriate activities. For the Early years, many of these are practical and require a practical response. These can be videoed or photographed and returned to the staff by uploading on Class Dojo.

## 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?

If a child is isolating, they will be given a pack of work to complete. This will include reading books, spellings and some work in English, Maths and the wider curriculum which is as closely matched to the learning taking place in school. The pack may also include extra learning activities such as spellings, handwriting, times tables and number facts work. This will be checked and feedback given once the child returns to school. Whilst isolating, contact may be made using the Class Dojo app.