

**St. Matthew's**  
CofE Primary School



# **Remote Learning Provision**

## **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?**

For those pupils who can access Microsoft Teams at home, class teachers will provide work in English, Maths, PE and a foundation subject. This will be pre-planned and ready to go, so that children can access learning straight away. It will include basic skills in maths, grammar hammer in English, spellings, handwriting. Teachers will be available for online support from 8.30am until 4.00pm. TAs from 8.30am to 3.30pm.

### **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?**

Remote learning will be planned for by class teachers. Most children will be expected to access learning remotely. To ensure access for all, this will be pre-planned based on prior learning and consolidating basic skills. This will mean that any hard copies sent out to children will match learning put onto Microsoft Teams. At least one daily session will be live. This could be register, story time or specific lessons supporting on-going learning. These need to be recorded so they can be accessed at other times. Teaching videos (eg by class teacher, youtube clips etc) that support learning, will also be made available for children to access.

## 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	Class teachers will be available from 8.30-4.00; TAs from 8.30-3.30. Where possible, children will be expected to access the work set in English, Maths, and foundation subjects daily. Opportunities for physical exercise will also be provided. This should amount to no more than 4 hours a day.
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## Accessing remote education

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

Microsoft Teams
School website

### 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:

- Children who have internet access at home but not the appropriate device will be offered a laptop from school so that they can access on-line learning. Any problems with accessing Microsoft Teams when they are at home will be addressed by staff in school. Terms of the loan are explained to parents when they sign the loan agreement.
- Children who cannot access remote learning will be given a hard copy of the work that is being posted on-line. This needs returning when they come to collect their next learning pack. Children who complete work in their homework book will return this as directed by the class teacher. Staff will make regular phone calls to any child who is not completing work on-line.

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

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

- KS1 and KS2 will deliver at least one daily session will be live. This could be register, story time or specific lessons supporting on-going learning. These need to be recorded so that they can be accessed at other times.
- EYFS will use TEAMS to post pre-recorded videos to support learning. Live lessons may be used where appropriate.
- Other recorded materials - from Oak Academy, Power Maths, You tube will be posted to support learning.
- Printed paper packs produced by teachers for those children unable to access on-line learning.
- Reading – children have an appropriate reading book provided by school at home. They will also be encouraged to read other texts and to keep a record in their reading record. Children who can access websites will be sign posted to on-line reading materials.
- Children will be expected to access all work set by the teacher – English, maths and foundation subjects daily. In addition, specific tasks will be set for PE, handwriting, basic skills in maths, grammar in English, spellings and times tables.
- Children may be asked to complete a short project in line with the foundation subjects being taught in school. Those children not accessing on-line learning will be given examples in their home learning pack.

## **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?**

- Expectations for pupils' engagement with remote education have been set out in the home/school learning agreement that is accessible for all parents. The expectation is that children will register, where possible, on-line with their class teacher. Any child not engaging with remote learning will be contacted by school.
- Expectations of parental support have been set out in the home/school learning agreement.

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

- Children working on-line will have their work marked regularly. Children and staff will engage in daily live lessons. Any concerns can either be addressed in the post section on Microsoft Teams or by phoning school.
- Staff will contact children who are not accessing on-line learning. Any concerns will be addressed.

## **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:

- Children's on-line work will be marked regularly and feedback given. Phone calls will support those children not accessing on-line learning.
- Where possible, staff will also set quizzes for the children.
- Questioning during live sessions will help with giving feedback. Additional videos to support learning will help address misconceptions.
- Constructive use of posts will also help support learning.

## **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:

- SENDCo will support the SEN TAs in providing appropriate work for those children with EHCPs. SEN TAs who are not supporting their child in school, will make regular contact with the children and parents who they support.
- Teachers will ensure work is differentiated for those pupils who have IEPs.
- Resource packs to support their learning will be put together by the SENDCo.
- Where necessary, packs will be delivered by the SENDCo.
- Parents can phone school for additional support and advice.

## **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?**

For those children self-isolating, individual work packs have been put together. These support basic skills and consolidate prior learning. Where possible, work ties in with current learning. These are brought back to school when the child returns. Any work returned is marked and feedback given to the child.