

The St. Bart's Academy Trust

Remote Education Provision

Academy:	St Saviour's CofE Academy
-----------------	----------------------------------

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?

Key Stages/Year Group Phases (Y1/Y2, Y3/Y4, Y5 /Y6) prepare PowerPoints for the initial three days (accessible on the school website or through Google Classroom). These PowerPoints provide links to enable access a daily English and Maths activity and topic work using Oak Academy. Children are also asked to read daily and practise their spellings and times tables. Early Years provide a daily phonics, maths and a topic activity in addition to a link to a read story each day. Printed out learning packs are also available from the school office.

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

Topic work is adapted work as some parents may not have specific resources at home. (for example, acrylic paint).

PE lessons have been altered to allow for the resources available at home and are links to well-known websites offering physical tasks. We also have non video lessons, that enable to children to work with resources in the home and dance video's prepared by the dance teacher who is familiar in school.

Computing has been changed to allow for resources available at home. Topics that would usually be covered have been changed to allow for the fact some people may not have the packages in their home devices and now link to online lessons.

Reading is incorporated to the English sessions and no longer stands as a separate subject.

Music has been adapted to allow the children to discover more about instruments.

Work is differentiated to cater for different ability groups. Teachers will phone certain children's parents to discuss what will be appropriate activities, expectations and outcomes for their child.

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	<p>KS1 work set for remote learning should take between 3-4 hours each day.</p> <p>KS2 work set for remote learning should take 4 hours</p> <p>Approximate break down of the timings English 1 hour, Maths 1 hour, Spelling 30 mins, Reading 30 mins, Topic 30 mins TTRS/Additional reading/handwriting 30 mins Optional additional useful links, challenges and activities set by teachers over the week.</p> <p>Early years 4 x 20 minute sessions per day. The EY staff encourage learning through play at home. They have uploaded an example timetable of the day. This is to support parents in their understanding of the importance of 20 minute table top work and play time at home.</p>
----------------------------	---

Accessing remote education

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

Children access Google Classroom daily using the login details provided by school.
Google Classroom for lesson delivery, feedback, teacher videos, whole class videos
Each class also has an email address for contact

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:

Laptops and tablets can be issued/lent to pupils who do not have digital/online access at home
Parents need to contact the school office to enquire about borrowing laptops/tablets
Data sim cards are available for families that do not have access to the internet.
Pupils/parents can contact the class teacher for support, via phoning the school office. The teacher will then contact the family to find a solution to submitting work.
Pupils can access any printed materials needed if they do not have online access by contacting the school office. Children will be provided with a learning pack.

How will my child be taught remotely?

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

We provide a 'Good Morning' video/announcement explaining the tasks for the day.

A PowerPoint containing the differentiated planning for the day is then provided.

Recorded teaching by class teacher supplemented with (e.g., Oak National Academy lessons, video/audio recordings made by other teachers) These recorded sessions enable children to access the learning at a time convenient to them and their family. Also allowing siblings to take turns on the devices they have.

Printed paper packs can be produced for children who are struggling to access the learning at home.

Children are continuing to read their banded book at home and school have provided links to websites where they can read for pleasure for free.

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. These are used for PE sessions for example, The Body Coach, White Rose, Developing Experts, Barefoot computing, Oxford Owl etc.

Live Google Meets for all children to stay connected and see their friends – share and celebrate work and outcomes from the week

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 have tried to ensure that the work enables the children to work independently as we appreciate that some parents are also trying to work from home.

To make lessons more independent teachers create walk through lesson videos to explain what they need to do, model how to do it. Clear links are added to slide shows and words for instructions are kept to a minimum so they can work independently.

Children should access the work for each lesson focusing on the bronze, silver, gold levels attributed on the 'Group Work' page of the powerpoint. Children should be aiming to meet the challenge they would in the classroom, but should at least attempt bronze in each session.

All children should access and return work set by their class teacher on a daily basis through Google Classroom or the class email. However, flexible marking for families who send work in later or the next day will always be responded and marked too. No due in deadlines.

Set a timetable for each week to help with routine. Same structure to each week. Same websites are used so no need to keep logging in to different websites.

If additional support is required, children can use the private comments section, to ask for help from the adults in school.

Children will need to have a space in which to work and access to the internet each day to access the work.

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

Children are expected to sign the register on Google classroom each day. They also need to upload their work when completed daily.

Staff will check multiple times throughout each day to see that the children are accessing the work.

A message will be sent via Google chat if the child has not been on the previous day. A phone call will be made if they miss two consecutive days.

If we have any concerns, we contact the family via text message, message on Google classroom, email or telephone call.

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:

We provide individual feedback to each child via Google classroom. We ensure that the children are given constructive feedback to improve their work. We also ensure that we are taking into consideration the well-being of our children working at home and always make sure that they also receive a positive comment.

Work submitted can be worksheets, videos, photos and comments to assess the children's learning.

Daily feedback is given or next day feedback if the child turned in work past 5pm. Feedback will be positive about work/an activity that has been completed well, and if required a next step to complete either the piece of work submitted or to consider for the next piece of work.

Self-assessment

Maths and English lessons supported through success criteria /medals and answers given to mark against at the end of the lesson.

Science – weekly quizzes that give instant marks are completed at the end of every lesson and scores sent to class teacher.

Rewards

Dojos and Rainbow Awards are given out in line with our whole school Behaviour Policy.

Quizzes as part of lessons (e.g., science/spelling/ TTRS)

Messages will be sent via Google classrooms to reply to questions and submitted work.

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:

Differentiated remote learning is uploaded onto Google Classroom. Appropriate work is assigned to children's classwork area for them to access. Work will be set at a level that the children can access. The children may be set additional/ replacement work that they are familiar with from when they are in the classroom. This will be allocated to just them and others in the class will not see this work. Children should also use the Bronze, Silver, Gold indicators to access a level of work appropriate to them.

Teachers will contact and discuss SEND children's work to explain what are appropriate activities for the children to complete.

EHCP pupils are offered a place in school. Work is differentiated for children with SEND so that they can access work independently or with some support dependent on their needs. Resource packs can also be given for younger children with SEND who need more practical approach

Staff are available to discuss work via Google classroom, class email and telephone

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?

The remote learning can be accessed by all children whether they are in school or isolating at home. Google classroom is used for all children.

Daily lessons will be uploaded and will be similar to those that the rest of the class are accessing in school.

Feedback will be provided each day by the class teacher or a member of support staff.

If there is an issue with technology the child will be provided with a paper pack of resources to access.