

Remote Education Provision at St James': 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 year groups (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section.

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?

If your child is sent home from school during the school day then they will go home with either a workbook or home learning pack which is appropriate for their age group or particular learning need if they are a child with an EHCP.

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, the children will have two science-based sessions, two topic sessions and one RE session. We will also be providing the children with 'Wellbeing Wednesday' activities which encourage the children to come away from digital devices, be practical and enjoy the outdoors.

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	An average of three hours per day, this is not expected to occur in one stretch and should be spread out.
Key Stage 2	An average of four hours per day, this is not expected to occur in one stretch and should be spread out.

Accessing remote education

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

At St James' we are using Google Classroom as our online learning platform. The children have been provided with a username and password to allow access. If either of these are forgotten please contact the school office.

Google Classroom can be accessed through the free App either from the Apple Store or Google Play, meaning it will work well on either Apple or Android devices as well through the internet on laptops or desktops. If accessing on the via laptop or desktop, type in classroom.google.com into the address bar. You will see a log in screen and will need to enter your child's **username**, press next and then enter their **password**.

The **stream** which is the front page, is where the teachers direct children to learning links and website and would be the best place to explore when first accessing their *classroom*.

On the **classwork tab**, there will be a dated folder which contains all the work for the day. This will always include a welcome video message explaining all the tasks.

Children can send a private message to their teacher asking for help on a piece of work using the message tab at the side once they have opened the document or they can put a message on the stream. Teachers aim to respond within 30 minutes to questions and queries on the stream.

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 this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Please contact the school office or discuss with your child's class teacher (when they call for the weekly catch up) if you are struggling in terms of device provision at home; perhaps siblings are sharing devices or there are no devices at all. We will endeavour to do our best to lend devices to those most in need.
- Please contact the school office or discuss with your child's class teacher (when they call for the weekly catch up) if you require additional data from a Vodafone SIM card as we are able to provide support
- If you would like your child to have printed alternatives or workbooks then please contact the school, these can be collected at a pre-arranged time. Work can also be returned to school for teachers, again please contact the office to arrange a time to do this.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- recorded teaching (e.g. Oak National Academy lessons, White Rose lessons video/audio recordings made by teachers)
- Powerpoint presentations
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- internet research activities
- printed paper packs produced by teachers (e.g. workbooks, worksheets) for those unable to access online learning

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?

- Our expectation is that pupils will say 'hello' to their teacher and the rest of their class in response to the written morning message. This is like our virtual register.
- We fully understand the challenge of the children working remotely while at home in busy households. Some children may need more support accessing learning than others. Please encourage your child to work through the learning and 'turn in' work ready for feedback from their teacher. It is also important that the children access support from the teachers via the stream.

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

- Both teachers and leaders will be checking the engagement of children on a daily basis. Discussion between class teachers and key stage leaders will occur to ensure the children are getting the most from the remote learning opportunities.
- If engagement is a concern this will be discussed during the weekly telephone call between teacher and family, and solutions will be discussed to improve the situation.

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:

- Assessment and feedback will be given when work is 'turned in'
- Pupils will receive daily feedback, marking of work ideally will happen on the same day it is submitted, this may not always be the case.

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 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:

- For pupils with SEND our SENCo will work closely with the class teacher to ensure that targets are being met and that the children have appropriate work to meet their needs.
- Reception and Year 1 children, although young will still have access to Google Classroom but their teachers will ensure that the work is completely age appropriate and often delivered in small 'chunks' of learning.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote learning will still be available on Google Classroom, there will be less daily interaction with the teacher, this is simply due to the challenges of teaching pupils both at home and in school.

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