

## Template for schools: share information about your remote education

This optional template is designed to help school leaders share relevant information with pupils and parents or carers about how they will provide remote education. The information should be published on school websites by 25 January 2021 to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19).



### St George's Church of England Primary School, Great Bromley

Please note the following regarding our school context, January 2021:

- Below average FSM and a DfE device allocation of zero
- Very poor internet connection, via copper lines, with a maximum upload/download speed of 6mbps. Most of the time we are operating below 3mbps
- Rural area with a fairly widely dispersed community. Families reside up to 10 miles away from the school
- On 17.12.20 we were instructed by our DPO to delete all accounts on our chosen remote learning platform, Class Dojo. An alternative platform, Seesaw, has been established and implemented within a very short timeframe. Staff, children and parents are therefore familiarising themselves with the new platform at the same time as embarking on the latest period of remote learning.

## **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**

### **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:

- Daily Phonics sessions will be via official Read Write Inc videos for remote learning
- Suggestions for Physical Education activities will differ from the PE lessons delivered on-site

## **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	3 hours
Key Stage 2	4 hours

## **Accessing remote education**

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

Via their Student login on Seesaw Class.

Daily videos and lessons will be assigned as 'Activities' in Seesaw Class.

### **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:

Families struggling with device sharing should contact the school directly for more information

Families struggling with connectivity should contact the school directly for more information

Activities can be completed online via Seesaw or printed off. Families struggling to print materials should contact the school office to request support

## How will my child be taught remotely?

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

### Instructional videos:

- Teachers will record a daily video to introduce pupils to the day's learning and provide relevant instructions
- Additional subject-specific videos will be provided, for core subjects as a minimum. This may be a pre-recorded teacher video or an alternative resource such as White Rose Maths or the Oak National Academy

### Independent tasks:

- These will be attached to the instructions and/or video via the 'Activity' function in Seesaw. They can be completed online using the Seesaw canvas tools or can be printed off, completed and submitted as a photo
- Having watched the introductory teaching, pupils should be able to access these activities independently with minimal adult support

### Activities

- For some subjects, practical activities may be set. This may be a physical activity, art/craft activity or Science experiment. Instructions and guidance will be provided.

### Live interaction

The nature of the live sessions will depend on the age of the child. For example:

- Twice-weekly Zoom sessions to reflect on learning and/or discuss a PSHE/Wellbeing theme
- Pre-teaching sessions to prepare pupils for the next topic in the curriculum
- 1:1 reading with an LSA for younger pupils
- Group reading for older pupils
- Specific subject-focused sessions to provide support for pupils with identified needs

### Additional, ongoing tasks

There are a number of different services and activities that teachers may utilise across the school week, including:

- Athletics
- Deepening Understanding
- Oxford Owl and Epic Reading
- Handwriting tasks
- Maths activity books

## 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 expect pupils to engage with the remote learning provision on a daily basis. For most children, this will be evident through the submission of activities in Seesaw. The direct messaging function for parents provides another channel of communication.

Parents can best support their children by ensuring they have access to a device and a quiet space to work.

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

- Teachers will monitor engagement, which is expected on a daily basis
- Any concerns will be followed up by teachers in the first instance via Seesaw (direct messaging to parent)
- Continued concerns will be referred to the Headteacher.

### **How will you assess and respond to my child's work?**

Seesaw will be used to assign, submit and respond to learning tasks and we have the following expectations of feedback:

- Maths work will be acknowledged. Where there are misconceptions, this will be followed up by the teacher. This may be via a personal response but it may be addressed with review/consolidation activities in subsequent days.
- English (Writing) will be responded to in greater depth in order to give bespoke feedback to each child, focusing on next steps.
- Work in non-core subjects will be acknowledged and significant strengths/misconceptions addressed. Teachers may use a quiz approach to assess pupils' knowledge and understanding of elements of the curriculum.

## **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:

- If your child receives additional academic support in school, we will do our best to replicate this remotely. We will work with parents to agree the most manageable and appropriate approach for individual children.
- Pupils with an EHCP will be invited into school. Where parents decide to keep children at home, we will work with the families to ensure suitable remote provision is in place. Some aspects of support will be more challenging to replicate remotely. Our Inclusion Manager will liaise directly with families to discuss and agree provision.