

Remote Education Provision
Information for Parents



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?

On the first full day of absence, your child will be set a number of tasks and activities that can be accessed via Seesaw (Badger, Owl and KS2) or EEXAT (Nursery, Fox and Hedgehog)

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, writing opportunities might come from studying a video or picture stimulus which might not be studied as closely as if your child was in the classroom. Art and technology activities that might require specialist equipment and resources will be adapted to allow them to be carried out at home. PE sessions will be tailored to be carried out in the home or garden, using limited equipment.

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:

<p>Primary school-aged pupils</p>	<p>EYFS and KS1 children are expected to spend an average of 3 hours per day.</p> <p>KS2 children are expected to spend an average of 4 hours per day.</p> <p>This should be broken up into manageable chunks with regular breaks, especially if using a screen.</p> <p>Each day should involve at least 15 minutes working on spelling words, 15 minutes practising times tables and number bonds and 20 minutes reading. Sites to support this are well known to the children and links can be found on the school website.</p>
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Accessing remote education

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

<p>Fox and Hedgehog classes will access learning through EEXAT.</p> <p>Badger, Owl & KS2 children will access learning activities through Seesaw.</p> <p>All children will have access to an online reading resource called 'Bug Club'.</p> <p>KS2 children will be able to access their school Office365 account by going to tawe018.rmunify.com and then adding their school username and password.</p>
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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:

If you do not have access to a device that allows children to work at home, please contact the school office.

We will make arrangements for our ICT technician to prepare a device that can be used at home.

This device will be loaned for the lockdown period and will need to be returned once normal schooling recommences.

N.B. use of school laptops can be monitored by school staff.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, bbc schools, white rose, video/audio recordings made by teachers).
- activities that give examples shown of the outcome expected.
- activities that give a template to record the task.
- activities that require a range of possible response outcomes – the use of video, photos, typing, writing etc.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- long-term project work and/or internet research activities.

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 that pupils:

- engage fully in the lessons set for them.
- follow the St. Lawrence Way as they would in school:
 - 1) Be responsible.
 - 2) Encourage others.
 - 3) Show respect.
 - 4) Try your best.

We expect that parents:

- will support their child/ren when they are learning.
- will try to provide a suitable learning space.
- will be positive in their approach.
- will engage in regular phone conversations with members of school staff.

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

Staff will regularly check and respond to work and posts on Seesaw or EEXAT.

Fortnightly phone calls will be made to support parents and children.

If we have concerns about engagement with work, parents will be contacted initially through parentmail and then further phone calls to offer support and guidance.

If pupils still do not engage the matter will be reported to Shropshire Council's Education Welfare Service.

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 will be regularly assessed through the work posted on Seesaw or EEXAT.

Children will receive regular feedback about their learning and be required to respond to comments made, as they do in school.

Online platforms such as Bug Club and Times Tables Rockstars record and give immediate feedback and assessment.

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:

We understand that home schooling is extremely challenging and not the same as when children are in school, working with their peers.

Teachers will continue to share SEND PSP plans with parents and carers. They will often assign individual or adapted activities to allow all children to access learning at the appropriate level. Many pupils with SEND will have their needs best met in school and in such cases, places will be arranged.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, once lockdown has ceased the remote education 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?

Each year group has a set of stand-alone lessons and activities that will be shared on Seesaw or EEXAT.

This includes work from a range of curriculum subjects and are generally differentiated by outcome, to allow accessibility for all pupils.