

St Giles C of E Primary School

# **Remote Education Provision**

In the event of self-isolation or lockdown



## **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.

### **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?**

Teachers will send activities via email or Class Dojo for the first day or two so that children have activities to do whilst school plans for remote-learning are put in place.

School will start to loan any available devices to families that need them.

### **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?**

Yes!

Our remote-learning curriculum will follow our planned school curriculum as closely as possible. We will provide daily Maths and English lessons as well as topic based lessons which cover the other subjects in our school curriculum.

The objectives that we cover in these lessons will be, where possible, the same as the objectives that the children would have covered had the children remained in school.

Personalised learning, using online and home learning packs, will be provided for those pupils identified on the school provision map. Their progress will be checked through weekly phone calls from the class teacher/school SENCO/SLT/SSSEN.

## **Remote teaching and study time each day**

### **How long can I expect work set by the school to take my child each day?**

All children are different and take different lengths of time to finish different tasks. We will provide a minimum of 3 hours of education for KS1 children and 4 hours for KS2 children. This includes time to carry out the activities set by the teachers and time for children to look back at feedback from previous days. If you are finding that your children constantly take much longer or much shorter than these times, please contact your child's teacher.

## **Accessing remote education**

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

Years 3 to 6 – Teachers will use Google Classroom to share lessons, resources, videos, links and activities on a daily basis.

Years 1 and 2 – Teachers will use Class Dojo to set daily lessons and activities.

Reception – Lessons will be set on Tapestry.

If you are unable to access the correct platform for your child, please contact your child's teacher by email as soon as possible. If you do not have contact details for your teacher, email:

headteacher@st-giles-matlock.derbyshire.sch.uk

### **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 a suitable device to access your child's lessons, please contact the school asap so that we can arrange to loan you a school or government device.

We are grateful to the PCC at St Giles Parish Church, who awarded us a grant to buy extra laptops for use in these circumstances.

If you do not have Wi-Fi and rely on using data, please contact school as we can provide information to help you receive free data packages for use in these circumstances.

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

The school will use a range of different teaching methods during remote learning. The school will use a combination of:

Videos

Links to external websites

Worksheets

Practical activities

Years 3 to 6 will also have regular live sessions, where teachers can address any misconceptions and children can ask for support from the teachers.

Vulnerable children and those with specific and additional needs have bespoke and customised learning created by their class teachers.

Additional welfare checks will be made for those children identified on our school risk assessments.

## 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 your child to take part in the lessons set by their teachers every day. All activities should be completed. School is NOT closed, it is just operating remotely, so we expect your child to take part in lessons in the same way that they would if they were in school.

Years 3 to 6 - Completed work should be uploaded onto Google Classroom so that teachers can see it and provide feedback.

Reception to Year 2 – Completed work should be uploaded into the children's portfolios in Class Dojo or Tapestry, at least 3 times a week. An easy way to do this is to take a photo of a piece of completed work and upload the photo.

We know that parents are under many different pressures at home, but we do ask you to support your child in accessing their remote education. Junior children will be able to access the lessons independently, but will need parental support to clarify their understanding and help with technical issues.

Infants and Reception children will need parental support to help them carry out their lessons. The children should be able to carry out some of the activities independently, but parents will need to explain the task and ensure that children understand what they need to do.

#### **The Important Bit**

These are exceptional times and none of us are miracle workers. Every family is different, just as every child is different and has different needs. Some days, remote education will go well and sometimes it will be very difficult. We do ask that you do what you can to help your child engage with remote learning, but we do understand that it is hard. Do what you can, but don't give in. Doing some of it is better than doing none of it.

### 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 work that is returned completed to them and provide regular individual feedback to the children on their work, using the relevant platform.

If children are not submitting completed work, or attending agreed live meetups then the class teacher will make a phone call (on a weekly basis) to ensure that everyone is safe and well, but also to reinforce our expectations and see if school can do anything further to help.

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

Our approach to feeding back on pupil work is as follows:

Pupils are accountable for the completion of their own schoolwork – teaching staff will contact parents via email if their child is not completing their schoolwork or their standard of work has noticeably decreased.

Teachers will monitor work that is returned completed to them and provide regular individual feedback to the children on their work, using the relevant platform.

Feedback will be in a variety of forms, including: comments and messages, annotating pieces of work, individual videos to clarify misconceptions, class feedback in a video the following day and live feedback in meet-up sessions.

## **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:

Ensuring that pupils with EHC plans continue to have their needs met while learning remotely, and liaising with the headteacher and other organisations to make any alternate arrangements for pupils with EHC plans and IHPs.

Ensuring that the SENDCo, class teacher and headteacher meet to identify the level of support or intervention that is required while pupils with SEND learn remotely.

If required, providing additional resources or devices to enable children with special educational needs or disabilities to be able to engage with the remote learning.

Providing lessons which are appropriate to the needs of the individual children,

Working with SSEN and SALT to enable the continuation of their services whilst working remotely.

## 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?**

After your child's first day of isolation, their teacher will ensure that lessons are uploaded on the child's learning platform (as detailed above) every day.

The remote-learning will operate in a very similar way as described above, however, there won't be opportunities for live meetings. The lessons will however closely follow what is happening in the classroom.

The teachers will not be able to interact throughout the day as they would during whole bubble or whole school lockdowns, but they will provide feedback at the end of each day.