# Remote education provision at St John's CE Primary School: 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.

## The remote curriculum: what is taught to pupils at home. What your child should expect from remote education in the first two days of pupils being sent home

During the first days of school or bubble closure, while the resources are being prepared by your child's class teacher/team, a combination of paper learning packs, our website and the government's Oak Academy or Bite size online lessons may be used for all year groups, covering a wide range of our curriculum objectives.

Home learning resources found on school website here.
https://www.stjohns.reading.sch.uk/home-learning-2/

Please select your child's year group and follow the timetable and links.

## Our remote curriculum

What is probably most significantly different from earlier lockdowns is the expectation for children to access and participate in their learning, whether they are at school or at home. During the spring 2020 lockdown there was an understanding that the National Curriculum could be relaxed, but this is definitely not the case this time.

- The expectation is that as far as possible, children will access the same learning objectives, whether at home or school.
- We have worked hard to create a high standard of blended learning. Our learning at home and at school align as closely as possible
- Adaptations will happen for our EHCP children with support of the SENCo – Interventions and differentiated work will continue online (teams 1:1 sessions with LSA/Teacher) for specific children. Adapting the learning to ensure they can access the curriculum.

# Remote teaching and study time each day

## Work set by us should to take your child this long child each day

We expect that remote education (including remote teaching, pre-recorded sessions or programmes and independent work) will take pupils broadly the following number of hours each day:

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|---|---|
| Key Stage 1 (Yrs 1,2) | 3 hours<br><br>There will be an opportunity to attend two teams meetings per day plus independent learning – more than covers 3 hours |
| Key Stage 2 (Yrs 3,4,5,6) | 4 hours |

# Accessing remote education

## How your child will access online remote education we are providing

We will be using Teams via Microsoft Office 365 as our online learning platform.

Please follow this link for detailed instructions https://wke.lt/w/s/9pcwBY regarding the use of our Teams Platform.

All children have been sent their username and password. Please contact admin@stjohns.reading.sch.uk if you need further support with logging in.

To supplement the Teams provision, we will also provide links to White Rose Maths, Developing Experts (Science), Charanga (Music), Times Tables Rock star's and Accelerated Reader(MyOn)

## How we will support your child to access remote education if you do not have digital or online access at home.

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:

St John's have provided a number of Department for Education (DfE) laptops to children with a social worker and to children who are unable to access remote education due to a lack of devices at home.

We have allocated Vodafone data cards to support disadvantaged families.

The DfE has also forwarded us a link to extend data quotas via most of our mobile phone companies to support families for access to home learning resources, that can be requested.

The DfE have provided us opportunity to apply for routers to assist families with wifi/ data problems, that can be requested.

We are working hard to ensure all children have access to Teams. However, if remote access continues to be a barrier we will also liaise with individual families and provide printed resources on a weekly or fortnightly basis. We will consider individual circumstances and national restrictions and deliver/ arrange for pick up accordingly.

Paper packs are provided to run alongside the learning online. We are also able to provide additional support with more extensive packs to children who have no access online. These will include Maths, English and foundation subjects to cover the curriculum of the child's year group. Parents have the opportunity to return paper copies when collecting new packs fortnightly. Children's learning will also be discussed with parents and child during a telephone call from the teacher.

Please contact admin@stjohns.reading.sch.uk for assistance regarding remote learning and any of the above.

## How your child will be taught remotely

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

Each child is expected to engage with a full day of learning. The daily timetable for each class includes English, Maths and Reading lessons every morning, with other subjects in the afternoon (History, Geography, Science and Art, RE, PE, Computing and PSHE)

Every class will have the opportunity for 2 daily live remote meetings with their teachers (early am and in the afternoon). All children are expected to attend. These meetings will last approximately 30 minutes. The meeting times will be fixed and all efforts have been made to produce a timetable that avoids sibling clashes (which is important when families share devices).

The morning meeting will provide teachers the opportunity to check children's welfare, introduce the day's learning and signpost to tasks and assignments. The afternoon meetings will entail giving group and sometimes individual feedback and provide teachers an opportunity to assess learning and deal with any misconceptions. Some live teaching and modelling will also take place during the meetings. Children will be able to ask questions and clarify learning during the meetings.

Each day, children will be expected to access a timetable of online and offline resources. Some teacher recorded and resourced virtual lessons will be amongst these resources, as well as online platforms such as Oak Academy, Bite size and White Rose Maths and other subject commercial websites/ platforms – such as Developing Experts (Science). Children will need to submit work via Microsoft Teams and meet teacher deadlines in this respect. Work will be set and completed daily and we will avoid any longer term project work – as research is clear that this is demotivating in terms of remote learning

Children who are learning remotely on paper copies can submit work via a photograph which can be uploaded or discussed during feedback time in meetings. Where answers are provided (Maths) work can be checked together in meetings.

In addition, Assemblies will be provided via Oak Academy, class teachers, our own vicar or pre-recorded by our Leadership team.

# Engagement and feedback

## Our expectations for your child's engagement and the support that you need to provide at home

**Our Expectations:**

Each child is expected to engage with a full day of learning

All children with remote access should attend the 2 daily live meetings. Parents should support and enable their children in this respect.

Each day, children with appropriate resources, will be expected to access a timetable of online and offline resources.

Children will need to submit work via Microsoft Teams and meet teacher deadlines in this respect. Children using paper copies of work should submit via an uploaded picture if able daily to the Teams files or if just using paper packs – returned, when collecting a new pack.

All children need to be aware that this is a learning platform and all behaviour should be as per our policy and in alignment with behaviour in an actual classroom. In meetings children will use the hands up signal when they need to ask a question, they will respect other children and their right to a voice, they will remain on mute if requested and will focus on the teacher and learning.

Please refer to our Safeguarding Policy re expectations when using technology to learn remotely:

Where live Teams meetings are held or video clips of a teacher are made available for parents and children, the following guidance applies:

- Children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, ideally communal areas and not in bedrooms, if a bedroom is the only option, the door is open and adults are in earshot; backgrounds should ideally be blurred/ plain (not containing any personal items).
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms approved by St John's CE Primary School to communicate with pupils (Teams)

## How we will check whether your child is engaging with their work and how we will inform you of any concerns

Initially we will be focussing on ensuring every child has access to remote learning and will be calling home, emailing or texting to support this.

It is useful to see the children's activity online – some children are accessing at different times to the meeting and still completing work. It is a key indicator of who is not able to access any learning.

Once children are regularly attending Meetings on Teams we will ask teachers to complete a daily register and we will also use Insights on Teams to monitor attendance online. Our admin team will collate the attendance data and will pass onto to the senior leadership team. Actions will include, contacting you if your child has been absent.

We would like you to let us know via admin@stjohns.reading.sch.uk if your child/ children are unwell / unable to attend their online meetings or complete their printed work resources.

## How we will assess your 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:

Feedback is an important component of teaching and our online provision will incorporate this.

Whole class feedback will happen either in the afternoon in the pm class live meeting or during the next day's morning meeting. Your teachers will provide general feedback and will pick up on frequent and common misconceptions she/he has recognised that day. The teachers may then adapt their inputs for the next day and may spend more time questioning and remodelling some key curriculum areas in subsequent meetings.

Individual feedback on submitted assignments will happen at least weekly and more often where possible. This will be recorded on submitted assignments (printed or online) or given verbally during class meetings.

An example of a feedback form we use would be; in science we revisit the previous weeks learning at the beginning of the next lesson.

Your child will also receive automated feedback via some of the websites they are accessing in their learning – such as Timetables Rock Stars

## Additional support for pupils with particular needs

### How we will work with you to help your 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:

All the above information is applicable for our children with additional needs. Children with EHCPs are encouraged to attend and access learning in school. If this is not possible or not acceptable for our families, we will support as much as we can.

The SENDCo team will be in close contact with our EHCP children and other high need SEND children to support with well- being and home learning.

The SENDCo team will support teachers to enable them to meet EHCP/ IPP objectives as far as is possible. Individual risk assessments may be needed to support some children in school and mitigate risks in terms of Covid 19.

The SENDCo team are providing teachers with strategies to support remote learning for children with additional needs.

Class LSAs will be able to support children in smaller groups during online meetings in order to scaffold learning.

## 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.

## How your child's remote education may differ if they are not in school because they are self-isolating (but majority of peer group remains in school)

The expectation is that as far as possible, children will access the same learning objectives, whether at home or school. Our learning at home and at school align as closely as possible.

However, we will not be able to facilitate live remote teaching via Teams when school is fully open. If school is open normally, but your child is self- isolating, a combination of paper learning packs, our website and the government's Oak Academy or BBC Bite size online lessons will be used for all year groups, covering a wide range of our curriculum objectives.

Home learning resources found on school website here. https://www.stjohns.reading.sch.uk/home-learning-2 You then need to select your child's year group.

If children are self-isolating the class, we will endeavour to hold a whole class Teams meeting after school on a weekly basis – so that children at home get some face to face contact and some peer contact

We have high expectations and aspirations for our children and therefore do expect all of our children to engage with and complete their learning tasks, every day, unless of course they are unwell.

We work hard to ensure our resources have been set for individuals who cannot access remote learning are of a high standard and meet expectations for their year group.

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