

# St Margaret's CEVA Primary School

## Remote Learning Offer



**Approved by:**

Learning and Standards Committee

**Date:** January 2021

**Last reviewed on:**

Version 1 January 2021

**Next review due by:**

## **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.

### **Rationale**

This policy has been developed in conjunction with evidence from the Education Endowment Foundation who have highlighted these key areas:

- ensuring pupils receive clear explanations
- supporting growth in confidence with new material through scaffolded practice
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

### **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?

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?

### **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	Minimum of 3 hours
Key Stage 2	Minimum of 4 hours
Key Stage 3 and 4	N/A for our school

## Accessing remote education

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

Remote teaching will be delivered through pupils' Microsoft Teams accounts. Each pupil has been assigned a log in and password. For log in and password reminders please contact your child's teacher via the class email.

### 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:

#### School Devices for Loan

The school has a limited number of school devices available on temporary loan where pupils do not have suitable online access at home. Priority will be given according to need:

- Where the pupil has no access to a device at home
- Where the pupil has limited access to a shared home device, and there is more than one pupil
- Where the pupil has limited access to a shared home device, and they are Pupil Premium status
- Where the pupil has limited access to a shared home device

#### **Issues with internet connectivity and/or Data**

The school may be able to offer a SIM card to enable internet connection for home learning. Please contact the school and ask for Miss Wright, our Remote Learning Support Assistant by emailing your class email address or the school office at [admin@stmargaretsipswich.org](mailto:admin@stmargaretsipswich.org)

#### Printed Learning Materials

- For pupils who continue to have difficulty accessing online teaching, printed learning materials are available via the class teacher who will make arrangements for these to be collected and returned to school for marking and feedback.

## How will my child be taught remotely?

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

Some examples of the school's remote teaching approaches

- Recorded teaching including video/audio recordings made by teachers and teaching assistants, Oak National Academy lessons and the BBC lockdown learning
- Printed paper packs produced by teachers (e.g. worksheets)
- Reading books from the school's virtual online scheme (MyOn)
- MyMaths online scheme
- Flash Academy (support for English as an Additional Language)
- Workbooks and reading books pupils have at home
- Links to commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Teachers will provide timely feedback on submitted work
- Weekly whole school worship to encourage a sense of community and belonging
- Group projects to encourage interaction

## 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?

Expectations for pupils' engagement with remote education:

- Daily work to be completed and returned
- If you require help please ask by emailing your class teacher or asking an adult to help you when they call
- Do your best in every task
- Try to give the same amount of effort as you would in class
- Talk to adults from school when they call

Expectations of parental support:

- Set a routine to support your child's education
- Encourage independence where possible
- Talk to your child about their work
- Communicate with your child's class teacher/support staff

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

- Teachers will check your child's work daily. Teachers will see if your child has viewed the lesson, completed the daily learning task and returned it for marking via MS Teams.
- Paper learning packs will be marked when returned to school and feedback provided.
- Teachers will communicate via MS Teams and through regular phone calls. If they have concerns about learning, they will raise these issues directly with parents either by phone or email.

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

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

- Pupils will receive daily feedback, as they would if they were learning in school, which will be expected to be read and responded to as per the marking and feedback policy
- Assessment will take the form of ongoing teacher assessment based on work handed in, also responses to quizzes and challenges set
- Weekly phone calls will assess pupil's knowledge and understanding, as well as engagement of new taught concepts

## 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:

- The class teacher, supported by the SENCO, will ensure that SEND pupils have work which is appropriate for their individual needs, access to adult support when needed, guidance for parents and carers of how to effectively support remote education and access to resources, including hardware and software to support their needs
- If needs cannot be met at home for SEND pupils, then they will be offered a place in school
- EY pupils will receive their learning through digital learning platform 'Tapestry' which enables parents and carers to comment and upload pupils work and staff can feedback and set next step 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.

**If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

Pupils self -isolating will be taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. It will be the same curriculum as their peers are being taught in school.