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.

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?

We will endeavour to ensure that remote education for a cohort will be available at the expected level by lunchtime on the first day of being sent home. The earlier we receive notification from parents of positive test results the more likely we will have things up and running.

Work will be available in Google Classroom. For those children with no access to an online device, teachers will put together a number of resources (i.e. a learning pack) for the child to complete at home. All work in Google Classroom and and learning packs will be in line with the curriculum that would be available in school.

All remote learning resources to accompany the online lessons will be found uploaded onto Google Classroom. Resource packs will be published on our school website (https://johnperryprimary.co.uk/home-learning/). Children can submit their remote learning to teachers directly through Google Classroom.

Work can be done under a parent's supervision using our full range of online learning, including Bug Club, TT Rockstars or Purple Mash.

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.

We have needed to make some adaptations in some subjects. For example, if team games are being taught in PE, other physical activity will be set instead. We may also need to adjust Art and DT work as well as scientific investigations as specific materials may not be available at home. Finally, we may have to adjust Music if children are required to play an instrument which they do not have at home.

Remote teaching and study time each day

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

Teachers will provide online learning equivalent to the length of a normal school day. We recognise that families will have additional stresses and time constraints if they are required to isolate, such as the need to work from home, and support more than one child with their learning.

For suggested timetables, please refer to Appendix 1 of our Blended/Remote Education Policy (https://johnperryprimary.co.uk/wp-content/uploads/2021/01/John-Perry-Primary-Blended-Remote-Learning-Policy.pdf).

Children are expected to engage with learning every day, but there is a realistic view that the full day's learning may not be achievable for all every day. However, this is weighed against the need to continue with education and reach end of year targets. Teaching staff will be mindful of this in conversations with parents about levels of engagement in home learning.

Pupils who are unwell are not expected to be present for remote working until they are well enough to do so.

Parents will follow the usual absence procedures in case their child is unwell. The school will monitor absence in line with the Attendance Policy.

Accessing remote education

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

We will deliver the live teaching via Zoom or Google Meets and resources linked to the lessons will be either available on Google Classroom on the Learning Packs published on the school website.

Usernames and passwords for Google Classroom and other online learning platforms have been given to children and these are available from the class teachers. In addition to Google Classroom, learning resources are available from:

- Bug Club
- TT Rockstars
- Numbots

- Purple Mash
- Espresso

Other resources are available, but links to all material will be put in Google Classroom or Learning Packs for the children to access.

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 have a small supply of laptops including SIM cards for mobile data that we can lend to families. Parents and carers need to request a laptop via the office email address (office@johnperry.bardaglea.org.uk). Requests will be passed on to SLT who will make a decision based on genuine needs. In addition, we can supply paper copies of all work in school, by prior arrangement.

How will my child be taught remotely?

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

Activities will be similar to those ordinarily covered in class, with links to online learning, presentations, worksheets, videos and other resources as necessary. Activities will be part of a well sequenced curriculum where knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.

There will be an element of video teaching every day. This may be 'live' content, either with the teacher live streaming or having pre-recorded content for the children. There will also be use of high quality teaching video using material from Oak National Academy, White Rose Maths, and a range of other carefully selected sources.

Teachers will ensure that a portion of their lessons are designed to promote interactivity amongst pupils and between pupils and staff, e.g. live lessons or use of the chat function in Meet or other fun activities to engage children in activities with their peers, such as scavenger hunts around the house, class story time etc. This is to lessen feelings of isolation and to promote pupil progress and motivation.

Teachers will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

In addition to this, printed paper packs will be produced by teachers (e.g. learning packs) for those pupils with no access to an online device.

All provisions for remote learning will be subject to the class group's age, ability and/or SEND.

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:

- Each child will engage with the home learning that is set each day.

- There will be some work uploaded to Google Classroom each day. In some cases, this will be work completed by the children eg a Google Doc. In other cases, it may be a photo of some work eg a Maths worksheet, or a drawing. Parents and carers may need to support their child with this.

- Parents will support their children as necessary to access the learning resources, and provide paper, pens etc as required. Alternatively, the school will provide children with a Remote Learning Book to record written work.

- Parents will get in touch with class teachers via the year group email if there are any issues with the above.

The best way to support your child with their homework is by ensuring a structured routine is in place for their day, in line with the timetables suggested in Appendix 1 or our *Blended/Remote Education Policy.*

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

The child/ family's response to home learning is the only way we can assure the children are well. If a child is not completing the work, or the quality of the work noticeably dips, teachers will contact the parents.

Teachers will use their professional judgement about how to support the child and family. This could include providing a short Google Meet with the child to motivate them or suggestions for how parents can support their child.

If there is still a lack of engagement, the issue will be escalated to a member of the Strategic Leadership team who will ring the family to explain that there is a safeguarding duty of care on the school's behalf and a requirement that we make sure the children are ok.

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.

Work submitted in Classroom or via the year group email will be marked in line with the school's Marking and Feedback Policy. The child's work will be assessed by the teacher, and the next day's work will be adapted as appropriate.

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.

Mrs Rose as Inclusion Lead and Mrs Dwivedi as SENCO are responsible for:

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

- Identifying the level of support or intervention that is required while pupils with SEND learn remotely and liaising with support staff as appropriate to implement this.

- Ensuring that the provision put in place for pupils with SEND is monitored for effectiveness throughout the duration of the remote learning period.

- Arranging additional support for pupils with SEND which will be unique to the individual's needs, e.g. via weekly phone calls, 1-1 Zoom meetings, etc.

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 a child is isolating due to contact with a positive test result or whilst a family member awaits a test outcome/ isolating for another Covid related reason, remote learning will be available from the day after contact is made by the parents. If practicable, bearing in mind the other demands on the class teacher, learning will be made available the same day. Because the teacher will be in class, no video teaching will be available.

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