

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.

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?

Children working in Early Years and Key Stage One will have details of their remote learning provided on Tapestry for that week.

Children working in Key Stage Two will have information about their learning published on their Google Classroom, accessed using their Gmail log in details. This will be updated each week.

This is the same way that we provided work for children during our remote learning periods when schools were in lockdown.

If the majority of a class are remote learning then live teaching sessions will be available (using the platforms as above).

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, if we are teaching the children a new skill then we will

provide a video link or adapt the activity.

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	3 hours a day, less for younger children.
Key Stage 2	4 hours a day

Accessing remote education

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

In Early Years and Key Stage One, the children have access to the learning platforms Tapestry (Early Years) and Seesaw (Key Stage One) where they have their own log in details and there are also parent log in details.

In Key Stage Two, the children can use their own Gmail log in details to access their Google Classroom where there are details of the work available for that week and any accompanying resources that are needed.

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:

We will issue or lend laptops or tablets to pupils, and where parents or carers can

find more information. Please contact the school:

school@stmargaretsprimary.org.uk or phone (01903) 785416

- We will issue or lend devices that enable an internet connection (for example, routers or dongles). Parents or carers can find more information using the above contact details.
- We will print out any necessary resources if pupils do not have online access which can either be collected from the school if appropriate or dropped off.
- Pupils can submit work, if they do not have online access, by bringing it with them to school when they are ready to return.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. White Rose videos, Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- 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 (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 all pupils, who are physically well, to engage in remote learning that is

set out for them, following the guidance that is given and working for the number of hours that are advised.

We would hope that parents would be supportive of their child's learning at home and ensure they have suitable space and resources to complete tasks set.

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

We would ask the children submit their work when it is completed, preferably each day, by uploading on to the online learning platform or taking photos of the work and attaching this to an email to the class email account.

If a parent reports that a child is struggling to engage with remote learning then a member of staff would phone home to offer support and suggestions on how to overcome any difficulties faced.

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:

As part of our live teaching sessions, we would feedback to the children about their work generally and go through what we would be looking for in a piece of work.

We will feedback to the child after we have seen their submitted work. This might be via the online learning platform or via emailing the child personally. Feedback will depend on the age of the child and the nature of the tasks that were completed.

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:

Teachers will ensure that all children can access the learning, making appropriate adaptations to tasks where necessary and adjusting work to ensure that it meets the needs of the individual learner.

It may be appropriate for teaching staff to speak to a child/family 1:1 via an online platform to offer advice and support.

Again, staff will contact the family if there are any issues with engaging fully with the work set by the class teacher.

The Inclusion Manager will liaise with teaching staff about the contact from a family and the engagement that is reported.

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?

The remote learning will be the same although there will not be any live teaching sessions.