

Remote Learning Information for Parents

St George's CofE Infant School & Nursery



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.

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 of pupils being sent home?

You and your child will initially be asked to log in to Purple Mash (Years 1 and 2) or Evidence Me (Reception) and write their name or say hello to indicate you are live. School will also be in touch regarding the collection of any workbooks, resources or ordering of free school meals (if your child is eligible). After day one, your child's learning will go live online from 9am.

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, teachers may need to make some adaptations in some subjects. For example, in art or PE resources and space may not be available 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?

We expect that remote education (including remote teaching and independent work) will take pupils broadly three hours each day, as outlined in Government Guidance:

Accessing remote education

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

Your child's learning will be delivered through Purple Mash (Years 1 and 2) and Evidence Me (Reception).

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:

- Devices will be issued on a 'needs basis'. Families will sign a home-school user agreement (including the unique serial number) and the parent will then be invited to pick up the device from school. If this is not possible it will be delivered to the child's home.
- Parents will be informed of our offer of support with technology via our regular parent update, which will be emailed to them as well as being uploaded on to the website. We will also weekly identify families who we think may be in need of additional support and then discuss with them whether enhanced technology is needed.
- Our weekly check on pupil engagement within their remote learning may result in contact being made with families. Where it appears that the pupil's access to a device is restricted due to limited data or time, then the offer of support for either increasing data allowance or requesting a 4G wireless router may then be made.
- By ringing the school office, or emailing the class teacher, a parent can request paper copies of all learning.
- Each week, from 10am on Monday morning families will be asked to collect a new learning pack from a table outside the front of school. When collecting a pack, please submit the previous week's learning book for marking. When a new pack is collected each week, the marked workbook from the previous week will be returned.

How will my child be taught remotely?

We use a combination of approaches to teach pupils remotely.

Some examples of remote teaching approaches:

- recorded teaching - e.g. video/audio recordings made by our teachers
- shared teaching videos – e.g. Oak National Academy lessons, White Rose Maths etc.
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- commercially available resources such as: Joe Wicks, CBBC teaching sessions
- As a school we also have subscriptions for:
 - Yumu (Online music resource)
 - Espresso (discovery education)
 - Bug Club (reading)

Engagement and feedback

What are the school's expectations for my child's engagement and the support that we as parents and carers should provide at home?

- Provide child/ren with a quiet space and the resources to complete their work
- Make the school aware if your child is sick or otherwise can't complete work
- Seek help from the school if you need it
- Alert teachers by ringing the school, emailing or commenting on the Stream if your child is not able to complete work
- Be respectful when raising any concerns with staff.

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

- Each day a child's engagement with Purple Mash or Evidence Me is monitored.
- Each week, work books from children working from paper packs are collected and engagement is monitored, as well as the work being marked.
- At the end of each week, a teacher will raise a concern with our leadership and pastoral team if engagement is low.
- If a child's engagement has been raised as a concern, an additional phone call or home visit is made.

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:

- Children's work submitted on Purple Mash will receive feedback.
- The teachers will set assessment pieces of work, which will be marked to assess progress. These may take many forms, such as a quiz, feedback session or 2do.
- Children working on paper-packs will have their work marked weekly and returned the following week.

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:

- Children who have an EHCP will be invited in to school to continue their learning with a teacher.
- The SENDCo, and other school staff, will be in regular contact with families to ensure the child's needs are being met.
- Bespoke planning will be set if a child is working below year group.
- Additional staff will be working on providing nurture activities online.
- Wellbeing phone calls are made to families whose child/ren have more complex needs.
- Bespoke resources can be available on an individual basis – e.g. learning resources specialised equipment, paper packs, 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 my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- A paper work-pack will be dispatched on the first day of isolation.
- The work packs are regularly updated to ensure it matches the current classroom teaching.
- The work-pack is appropriately differentiated.
- The work pack (wherever possible) covers all core subjects, and the foundation subjects being covered in class that half term.
- When the child returns to school, the teacher will mark the work and identify key pieces of work and direct a TA to go through any errors/misconceptions 1:1 with the child.