

**St Andrew's Church of England Primary School**  
**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 class groups (or PODS) to remain at home, or in the case of a fullschool lockdown.

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 of being educated remotely might look different from our standard approach, which will be in place once platforms, passwords, materials and information have been sent home.

**What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

Every family can expect to have passwords confirmed and access to the school website. The class teacher will post some work and ideas for learning at 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?**

All children will continue to be taught the whole curriculum. It will inevitably be limited by space and resource availability.

The emphasis will be on securing basic skills and core subjects. For example, we would expect children to complete English and Maths activities each day, alongside other core and non-core subjects and RE/ PSHE weekly.

Remote education will focus on:

- Daily Phonics (in Key Stage 1) - delivered by the class teachers and using Read Write Inc (RWI) phonics resources. Videos, practical activities, resource sheets and teacher-led sessions will all form part of varied instruction ensuring progression of skills.
- Daily English writing sessions will be supported by grammar teaching, Read Write Inc materials (in the lower age range) and creative writing (for older age groups). These will be guided by the class teacher, through a mixture of PowerPoint explanations, videos, live sessions and resource sheets. In addition, Key Stage 2 will be set specific tasks relevant to the writing, in programmes such as spag.com and spelling frame.

- Daily Reading - Reading books will have been sent home. Class texts and / or reading comprehensions will either have been sent home or will be accessible electronically on the daily PowerPoint. In Key Stage 2, daily comprehension tasks are set. All children are encouraged to access appropriately levelled e-books via online subscription to Oxford Owl.
- Daily Maths - In KS1, White Rose resources and curriculum will be followed using online materials and worksheets alongside class teacher explanations. In KS2, the resource base will be drawn from Hamilton maths programmes, using worksheets, PowerPoint explanations, videoed explanations or live sessions by the teachers. All children have access to daily Doodle maths.
- Daily Topic/Project work will include other subjects. These include Science, Humanities, PE, Art and Design, RE and will cover objectives from our Long Term Plans. These will have an independent element to them.

In EYFS, activities will focus on phonics, early writing, number skills and reading. These will be supplemented with ideas and activities to cover the seven areas for learning in the EYFS curriculum.

Teaching resources and activities will cover the whole range of the curriculum across the week. Teachers may use high-quality resources from other sources where these provide continuity, progression and coverage of the planned work this term. E.g. BBC Bitesize, Oak Academy.

## **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:

Primary aged children- 3 hours.

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

In Years R-6 all groups will have access to our school's Class Dojo platform. PowerPoints publishing the daily work will also be shown on our school website, under parent resources.

Year R- 6 teachers will also use Teams meetings to connect for live sessions with the children. These sessions will be to deliver small group explanations or deliver our PHSE curriculum.

Parent drop-in sessions will feature in all year groups - this will enable parents to check in and speak directly with the class teacher.

Paper-based resources will be provided in work packs to support English, maths and reading at home.

See below information about accessing on-line learning and borrowing a school computer (which will be dependent on DFE allocation and its timeframe). In the short term, paper resource packs will be made available as necessary.

### **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 establish a list of families requiring technical support in the first week of teaching.
- The Government will allow schools to have 3 laptops. These can only be ordered by the headteacher and this can only happen once a school has a lockdown and has been offered by the DFE.
- The school will support families to access free internet data where the need arises.
- Children requiring a laptop are to be offered a place in school to support their education as a priority.
- Where a family declines this offer, paper resources and phone calls from school to support learning will be offered in the short term, whilst the laptops arrive.

### **How will my child be taught remotely?**

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

- Live, interactive, teacher-led sessions via Teams/Zoom
- Recorded sessions, led by the teacher
- Recorded sessions led from other sources e.g. White Rose
- On-line platforms used in school usually- Doodle Maths, Spag.com, Spelling Frame
- Printed paper packs where needed
- Existing workbooks already used in school which have been sent home in packs e.g. Read Write Inc and maths workbooks
- Library books from home learning packs and on-line books
- Uploading work to Class Dojo or emailing work to the teacher (Upper Key Stage 2), which will be commented on by adults

**Daily:**

A detailed pack of each day's tasks will be clearly accessible for parents by 9pm each evening before the teaching day. This should guide the parent through the learning activities for the day. It will be posted on the online learning platform and on the school website.

Year R	Daily register and welcome Phonics recorded session Maths video and worksheet/activity Suggested activities to cover the 7 areas of learning End of Day story time
Year 1	Daily register and phonics RWI small-group session Maths video and worksheet/activity Topic Activities End of Day story time
Year 2	Daily register and spelling RWI small-group session Maths video and worksheet/activity Reading Comprehension/Handwriting and Spelling Task Topic Activities End of Day story time
Year 3	Early morning work Reading comprehension Writing task (through pre-recorded video or powerpoint explanation) Maths task (through pre-recorded video or powerpoint explanation) Doodle Maths (extras set in line with the Maths area) Topic / Project activities Bi-weekly drop-in live session for English and Maths support Weekly live session for PSHE
Year 4	Early morning work Reading comprehension Writing task (through pre-recorded video or powerpoint explanation) Maths task (through pre-recorded video or powerpoint explanation) Doodle Maths (extras set in line with the Maths area) Topic / Project activities Bi-weekly drop-in live session for English and Maths support Weekly live session for PSHE

Year 5	<p>Early morning work</p> <p>Daily live reading comprehension session</p> <p>Daily spellings</p> <p>Writing task (through pre-recorded video or powerpoint explanation)</p> <p>Maths task (through pre-recorded video or powerpoint explanation)</p> <p>Doodle Maths (extras set in line with the Maths area)</p> <p>Topic / Project activities</p> <p>Weekly live session for PSHE</p>
Year 6	<p>Early morning work</p> <p>Reading workshop (weekly live session in addition to online tasks in spag.com and spelling frame)</p> <p>Writing task (through pre-recorded video or powerpoint explanation)</p> <p>Maths task (through pre-recorded video or powerpoint explanation) with daily drop-in to go through answers and ask questions</p> <p>Doodle Maths (extras set in line with the Maths area)</p> <p>Topic / Project activities</p> <p>Twice a week live session for PSHE</p>

The basic format will persist throughout the remote education period of time. However, it is likely to evolve and develop and elements added as working remotely becomes normalised and needs arise.

### **Weekly:**

In order to stay connected with our school community, the school will also post:

- A recorded assembly. This will include a celebration of school community and recognition of a child's positive work/attitude with attainment certificates and good citizenship mentions. The vicar will contribute a weekly prayer.
- Teachers will post on their own Class Dojo pages at regular intervals to celebrate achievements and work in their class groups.

### **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?**

All children working at home or in school are completing the remote work. All pupils are expected to engage with this daily via class online platforms

Work will be required to be handed in. Teachers will review this and make contact when it appears that essential tasks are not being completed.

If we subsequently establish that remote education is proving problematic, we will seek to find a way of supporting this to ensure your child does engage with the learning provided.

Uploaded work will be commented on by an adult for Maths and English each week, providing encouragement and some next steps where appropriate. Feedback will also be verbal in live sessions and marking may be undertaken in this format.

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

Teachers/adults will monitor the online posts on Class Dojo daily

Teachers using Teams platforms will monitor posts daily

Teachers will monitor other online platforms e.g. Doodle Maths, spag.com daily

Parents will be contacted, and support offered, to help with the process of uploading work.

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

Feedback can take many forms:

- Written comments on Class Dojo portfolio uploads
- Written comments on documents submitted through Office 365 programmes (upper Key Stage 2)
- Verbal/conversation/checking understanding undertaken in live sessions with the children
- Quizzes
- Doodle maths will track progress across the whole school

Answer sheets may be provided for children to use for self-marking.

### **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 with the highest needs have been invited into school where appropriate so that they are supported by a school adult
- Adapted teaching times and plans are in place for key children
- A school-based SEND team will be supporting children directly at home and in school via phone calls and online video linking

### **Remote education for self-isolating pupils**

Where individual pupils need to self-isolate, the remote education provided will differ from the approach for whole group. The support required is likely to differ from pupil to pupil. Support will be bespoke and developed in communication with the parent of the child concerned.

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

Examples of how this may be achieved include:

- Work plans posted online for families to follow
- 1:1 support where this is possible and usual for that child in school
- Follow up phone calls/ emails from the class teacher
- Written work packs where appropriate