

# St. George's C of E Primary

Remote  
Education Offer  
Home Learning

## 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 or two of pupils being sent home?

All pupils will be given usernames and passwords to access Teams. Online live learning will start immediately and children will be set lessons to include phonics, maths, English plus other activities such as Art, History, PE. Some activities will be set using purple mash and Class dojo for foundation subjects.

### 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, (in some foundation subjects the children will be sent links to appropriate websites and videos to watch, they may receive a short input to the lesson and then set an activity to complete offline.) We aim to support your child's learning mainly through Live Lessons (accessed through Teams) and a selection of recorded learning activities and interactive

### 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 school-aged pupils	EY, Year 1 and 2 will receive up to 3 hours of live online learning. This will
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	consist of English, maths, phonics, reading plus other foundation subjects across the week. These might be set via purple mash, Tapestry or Class dojo plus there will be independent activities set by the teacher on Teams class channel in the file section.
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	Years 3,4,5 and 6 will have up to 4 hours of live online learning.
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## **Accessing remote education**

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

The School is using TEAMS as the live online learning approach, however Tapestry and Class dojo is used for teachers to place timetables on and for parents to upload work onto. Each evening, they will email through a timetable of lessons for the following day including links to each live session.
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The children might also be set work on Purple Mash.
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### **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 asked our parents in a survey to inform us if they needed support with devices at home. We have provided ipads for those children with instructions on how to use them.
- Parents sign an agreement to borrow the ipad from the school, they are signed in and out.
- We check that the families have appropriate internet access and if needed will provide dongles or can extend the families data allowance by applying for extra.
- Children will upload their work with their parent to seesaw if possible otherwise they will be asked to bring in their work after the online learning is over. parents might want to take photos of the learning and email the work over to the class teacher.
- If you have any issues accessing digital devices (laptops; PCs; tablets) please inform the school by emailing [admin@southbroom-inf.wilts.sch.uk](mailto:admin@southbroom-inf.wilts.sch.uk)

## 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) from reception upwards plus follow up activities set by the teacher or TA which will be posted on the class Teams files section. Nursery will have their videos and activities posted on Seesaw daily.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) only where a teacher is ill and unable to do live learning.
- printed paper packs produced by teachers (e.g. workbooks, worksheets) **Only where parents have requested this.**
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Activities set on purple mash, Tapestry and Class dojo- often foundation subjects.

## 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?

- Pupils who are working from home are expected to be online daily, daily register is taken by the teacher or TA in that class. Phone calls to parents to see if they need further support if not online. Rapid engagement if there is a concern with not participating.
- Daily timetable will be sent to parents the night before with clear timings and expectations will be placed on Tapestry, Teams and Class dojo. Parents will be expected to support their child at home if they are EY, year 1 or 2 due to the age of the children. Teams guide has been sent to all parents to assist them in using Teams.
- Children will be asked to submit work to their class teacher so they can review how they are getting on and give feedback on how they move their learning forward.
- Parents are asked to contact teachers, if they have any questions / concerns they may have about their child's learning.
- Parents are asked to contact the Principal and/or admin staff for any tech issues or concerns

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

In this section, please set out briefly:

- Daily checks on pupils' engagement with remote education by the teacher or TA.
- Feedback during the lesson will be given plus any support needed for individuals.
- Work will be uploaded by the parent onto Class dojo/Tapestry for the teacher to mark and assess. These online platforms will be used for feedback to the parent and child for future lessons.
- Each morning, class teachers will conduct a remote learning register to gauge which children are engaging with the day's lessons.
- If there are concerns from the class teacher about a child's engagement (i.e. more than 1 day of unexplained absence of engagement) then they will notify a member of the Senior Management Team.
- In incidents of 1 or more days of unexplained absence of engagement, a

## **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:

- There will be immediate verbal feedback during the lessons. During live lessons, Teachers will inform children whether they have got something right or wrong; offer support and encouragement; further challenge those who are quick to grasp and address any potential misconceptions they can see from work they are doing in the lesson.
- Work uploaded to seesaw will be commented on by the class teacher each day and any further guidance on how to improve.

## **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:


- Senco will liaise with the teachers and review every EHCP and identify what needs to change, adjusted or stay the same.
- Resources will be adjusted within the lesson.
- Specific resources such as reading rulers or coloured paper will be provided for those that need it.
- Enlarged text will be provided for those that need it.
- Visual prompts and reinforcement during live teaching
- Information provided in small chunks and processing time allowed
- Praise and reward provided to help motivation
- Encouraging feedback to clear up misconceptions
- Regular checking in with individual pupils by teacher or TA.
- Recording lessons so can be reviewed /revisited later
- Sheets and prompts uploaded to Teams/Tapestry/Class dojo so children can look at these when required
- Differentiated daily phonics

## **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?**

If a child is expected to self-isolate for longer than 2 days, where possible, the school will provide work to be sent home that will be in line with what the rest of the class will be completing.

 The children will receive a phone call/Teams call, from their class teacher where they will receive support and feedback on the work they have completed and subsequent work for the week. Teachers will be encouraged to contact self-isolating pupils at least twice a week.