



St John's Church of England Academy

Belonging Believing Becoming



Remote Education Provision January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to children and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts or certain groups are to remain at home.

The remote curriculum: what is taught to children at home

The 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 children being sent home?

Children will be able to continue working through their on-line Maths and English as well as continuing with their reading and homework tasks. Parents are asked to access The Oak National Academy site and follow the scheduled lessons for that day appropriate to their child.

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 to foundation subjects where we refer children to the Oak Academy website, BBC Bitesize and Gloucestershire Games to provide suitable resources to support remote learning.

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 children broadly the following number of hours each day:

EYFS	As a minimum, teaching will be no less than 3 hours.
Key Stage 1	
Key Stage 2	As a minimum, teaching will be no less than 4 hours.

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

At St John’s Church of England Academy we are using a variety of learning platforms:

EYFS – Tapestry

Year 1 / Year 2 – See-Saw

Year 3 to Year 6 – Atom

Parents and children will also be contacted via the class email address with resources provided on One-Drive and teacher led sessions and worship via zoom.

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 children may not have suitable online access at home. In our conversations with parents and children, teachers will discuss how we can provide further support to help children access remote learning.

We take the following approaches to support those children to access remote education:

1. We provide children with access to IT to use at home.
2. We provide paper packs of work that can be returned for feedback.
3. We contact parents by email.
4. We make phonecalls to all parents and children to discuss work, health & well-being and how we can support and encourage children to be further engaged with their learning.

How will my child be taught remotely?

At St John’s Church of England Academy we will use a range of remote teaching approaches to support our children with their learning.

- 1 Online teaching, where teaching materials including videos, are emailed / posted and children work through them in their own time.
- 2 Real time sessions, including worship where children / parents are invited to join via Zoom.
- 3 Atom on-line teaching platform at KS2 for Spelling, Punctuation, Grammar and Maths.
- 4 Online / ‘APPs’ – TT Rockstars, NumBots, Spelling Shed, Bitesize, Phonics Play, Oxford Owl
- 5 Recorded teaching – Oak National Academy, White Rose Maths, Letters and Sounds, BBC Bite Size.
- 6 Video and audio recordings by staff.
- 7 Resources including stationary, printed packs and reading books have been provided.
- 8 Additional research activities can be completed to support the current enquiry work.

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?

St John’s Church of England Academy has a duty to provide Remote Education and therefore all of our children are expected and encouraged to engage with Remote Learning, whether through IT or paper packs.

Teachers provide a weekly overview of the learning to provide parents with information to support their children.

If parents/carers are having difficulty trying to engage their child in remote learning, we ask that you discuss this with your class teacher during the weekly phonecall, or contact them via email.

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

1 We will continue to record attendance on the school register and complete and share via Government Educational Setting Status Form.

2 Engagement with remote education is also monitored through the completion of tasks and activities set by the class teacher and will take steps to check on individuals where concerns are raised. This may include a phone call and/or an email from a member of staff to discuss with parents/carers whether there have been some difficulties accessing the learning, and will offer strategies if further support is required.

3 If following this contact, engagement remains a concern, the class teacher will speak to Senior Leadership Team who will take further steps to promote and improve engagement. They will make contact with parents/carers via telephone contact, or if felt appropriate, a home visit.

4 The school Special Educational Needs and Disability Coordinator (SENDCo) Mrs. Peaper will be monitoring engagement from children with SEND including those with an Education Health Care Plan (EHCP) and those identified as vulnerable. Where engagement is poor, parents/carers will be contacted to discuss how the school can support further.

5 Any concerns raised are recorded on our communication system CPOMS.

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. We feel that it is vital for teachers to stay in regular contact with children and parents.

Our approach to feeding back on pupil work is as follows:

1 Acknowledgement of completed work to recognise engagement.

2 Scores from on-line assessment tasks and Quizzes. Staff acknowledging effort as well as success and addressing misconceptions to move learning forwards.

3 Verbal feedback to children and parents via platforms and telephone conversations.

4 Emails – communication between teachers / parents / children with written comments and suggestions as to how to upskill their work.

5 Where paper packs are provided these can be returned and replaced on a regular basis - weekly / bi-weekly basis.

6 Zoom class discussion and feedback sessions.

Additional support for children 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 children, for example children 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 children in the following ways:

For children with SEND, we recognise that teachers are best placed to know how the children's needs can be most effectively met to ensure they continue to make progress even though they may not be able to be in school. The requirement for all schools by the Department for Education (DFE), is to use our 'best endeavours' to secure the special educational provision called for by the children's special educational needs. We will work collaboratively with families to put in place, 'reasonable adjustments' so that

children with additional needs can successfully access remote education. Adjustments may include, but not limited to providing:

- 1 Work carefully designed to match the needs of individuals.
- 2 Additional resources that children are used to using at school e.g pencil grips, overlays
- 3 Where children have an Education Healthcare Plan, it remains the duty of the LA and any health bodies to secure or arrange the delivery of this in the setting that the plan names. However, there may be times when it becomes very difficult to do so, for example, when a pupil or household member may be self- isolating. In this situation, a discussion will take place between the SENDCo and parents/carers and agree how the children' needs can be best met. These will be considered on a case by case basis.

Remote education for self-isolating children

Where individual children 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 children 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 your child is in isolation or quarantining, then they will need to access Oak Academy on Day 1 and 2 and then work will be set at the end of day 2 for the following day.

If your child is ill with Covid19 there is no expectation to complete or return work.

The parent will need to inform school that their child is ill.