

NJS 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 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

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

Pupils should expect a hangout from their teacher which is when all instructions will be given regarding remote learning. Pupils will log in to GSuite and access remote learning through the Google Classroom. All pupils have their Google login details and know how to access work through the classroom. Support for families is available through online video tutorials which will be proactively shared with parents and pupils and is also available on request. Pupils will also have an end of day hangout with their teacher. In the first day or two of remote learning, tasks may look a little different whilst preparations are made for a longer period of remote education.

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. At home, pupils will engage in the same lesson content as pupils in school. The only difference will be how the lessons are delivered. At home, pupils will receive instructional videos and Google slide presentations to work through the lesson. This will augment any live teaching as per our blended approach. This way, they can work through the content at their own pace and revisit sections of the lesson as needed. Teachers and teaching assistants will be available to support pupils with aspects of learning via the Google Classroom where pupils, parents and carers can type any questions they may have.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

EYFS	N/A
Key Stage 1	N/A
Key Stage 2	All pupils in year 3-6 will have a 15/30 minute hangout each morning at approximately 9am. They will then engage in 3 set lessons per day each lasting approximately 1 hour: a maths and English lesson in the morning and a foundation subject session after lunch. Timetables are provided on the school website for each year group. At the end of the day, pupils will have another live hangout with their teacher for 15/20 minutes to discuss the day, ask questions about the learning and address any issues.

Accessing remote education

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

All pupils have their own login details for G-Suite where they can access their lessons via the Google Classroom, hangout invites through the Google calendar and their emails. Pupils can also access their phase expedition website via the main school website to find weekly timetables and access to additional home learning tasks such as arithmetic tests and comprehension tasks.

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:

If children are vulnerable due to their limited online access we will wherever possible offer them at least part time in school provision where capacity allows this.

Families who do not have suitable devices, will be offered a device and given support with how to use it in order to access teacher, pupil hangouts and online learning. In some special instances, pupils can be issued paper copies of work that can be dropped off at home, or collected from school.

How will my child be taught remotely?

In KS2 all classes start and end their day with a crew session that takes place via a live hangout from their teacher. Pupils then access 3 lessons via the Google Classroom. Teacher instruction takes place through instructional videos and/or Google Slides. Models are provided to support children with the expectations of the learning outcomes and tasks are differentiated in the same way that takes place in school. Some tasks can be completed on paper whilst others will be submitted using the documents created by the teacher in the classroom. In some cases, pupils will self-mark their work using answers provided in order to gain instant feedback and make corrections. Teachers will provide feedback on pupils' work throughout the day.

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?

Children are expected to log into the morning hangout daily as this is classed as a registration session and may include important notices for the day's lessons. The expectation is that the three daily lessons are completed and submitted to the teacher, unless home circumstances arise that prevent that, such as illness, childcare issues etc. If pupils have issues completing or accessing the work, the teacher/teaching assistant is available throughout the day to offer support which will run alongside the digital feedback received by the pupils throughout the day.

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

Your child's teacher is able to keep track of the pupils' work via the Google Classroom and Google Drive. Pupils who are not engaging with online work are contacted via phone to establish the issues and overcome barriers. If this continues, a home visit may be made to support the family and pupil.

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

Feedback will be given via direct comments on sections of the pupils' work or through the comments box in Google Classroom. Teachers will provide constructive feedback where necessary and pupils will be asked to make improvements or corrections and then re-submit their work. Verbal feedback may be given in class or small group hangouts where necessary.

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:

Where possible, vulnerable and SEND pupils will be offered a place in school. However, if they are at home, they will be able to access differentiated work that is at a level they can access independently. Support materials will also be given where needed such as help sheets, key vocabulary and models. At times, the teacher may invite these pupils to a small group hangout where they can access direct support.. In some cases, where possible, where a pupil has an EHCP, one-to-one sessions with their assigned teaching assistant may take place to deliver intervention programmes and work on personalised targets.

Remote education for self-isolating pupils

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

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 whole groups are self-isolating and the lead teacher is well, children can expect the same level of support described above.