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?

Google classroom is the platform we use to provide remote learning. Your child will access work set by teachers on google classroom in the first couple of days whilst live learning is set up. Your child will be equipped with:

- Paper copies in the form of work packs - tasks mirror the learning taking place in school
- Daily lessons uploaded onto the Google Classroom to use immediately
- Daily marking, communication and feedback provided by class teachers
- Instructions provided by the stream and classwork tabs
- Differentiated resources uploaded on Google Classroom for immediate use
- School provided parents with instructions via newsletters, website
- Parents and pupils are informed that school are in the process of adapting and organising remote learning
- Letter outlined the nature of remote learning and expectations
- Telephone call to support parents and pupils in the setting up of remote learning and clarifying any technical issues encountered.
- Protocols and systems are shared with parents in terms of safeguarding, pupil and parent responsibilities
- Parents are made aware that consent needs to be given via the Live Streaming and Video Calls Google Doc before pupils access live lessons
- Pupils and parents are equipped with timetabled live lessons and know who will be teaching their child/children.

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?

Normal practice is for teachers to base their teaching and learning on subject overviews, long term planning and medium term planning. There is a well sequenced curriculum that supports pupils both in class and remotely. Should the pupil need to work remotely the aim is to mirror what has already been planned should the pupil have been in school. Because tasks and activities have already been uploaded on to Google Classroom in advance and teachers are aware of what is to be taught in the half-term or term, tasks and activities already reflect the learning taking place in school. Time is given for pupils to complete tasks and assignments independently. In the first few days, there may be slight adaptations such as P.E and Music. Continuous discussions will take place with SLT and subject leads as to how we sessions can be adapted or facilitated. Sessions are adapted according to specific year group objectives and expectations. Parents have an awareness of what the children are learning through the curriculum newsletters so this will enable them to monitor curriculum provision.

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	Remote education will be provided by Google Classroom tasks and activities and live lessons. The time allocated will be a balance of this provision timetabled throughout the day in order to provide a flexible approach for pupils and parents: EYFS: 3 hours (Reception) KS1: 3 hours KS2: 4 hours

Accessing remote education

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

> All live lessons and remote work are accessed through your child's Google Classroom. By clicking on this link, you will be taken to instructions on how to access your child's Google Classroom can be found by clicking on the following link:
>
> https://s3-eu-west-1.amazonaws.com/smartfile/npcat-stbedes/uploads/2021/01/12222653/How-to-access-Google-Apps-at-home-parent_child-guideSt-Bedes.pdf
>
> Further information can be found on the school website

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:

> Please inform school via the enquiries email or via telephone if your child is unable to access a laptop or tablet or if you are not able to connect to the internet:
>
> enquiries@stbedes.npcat.org.uk
>
> 01642 485217
>
> Also, please inform us if your child requires paper-based/printed learning resources as they are unable to access online resources. We will provide these ready for collection from the school office.

How will my child be taught remotely?

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

> Remote learning will reflect the teaching in the classroom taking place for those pupils of critical workers attending school and reflect the curriculum planning strategically organised for the term. Remote learning will incorporate the objectives and age-related expectations for the pupils. Resources and activities are adapted to specific year groups.

Below are some examples of approaches to remote learning:

- **EYFS:** Daily pre-recorded lessons, powerpoints, bespoke worksheets and website links to resources. Planning and lessons are linked to Development Matters within the EYFS Curriculum/Characteristics of Effective Learning. Use of Letter Join and Bug Club. Live lessons will take place and these will be linked to the Personal, Social and Emotional aspect of the Curriculum.

- **Year 1 to Year 6:**

    ● Live teaching (question and answer sessions, online lessons via an invite from your teacher)

    ● Recorded teaching (e.g. video/audio recordings made by teachers)

    ● Powerpoint presentations

    ● Printed paper packs produced by teachers (e.g. workbooks, worksheets) (previous SATs papers and CGP practice papers - Y6)

    ● Textbooks and reading books have at home, online reading through our online reading schemes (Bug Club and Reading Plus).

    ● Subscription online learning resources, White Rose Maths, Timestables Rockstars, Letter Join, Literacy Shed, Bug Club Phonics, Reading Plus, HeadStart, Deepening Understanding, Grammarsaurus, 10 Ticks mental maths activities and challenges.

    ● Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences - National Oak Academy, BBC Bitesize, Phonics Play, Letters and Sounds videos

    ● RE - Come and See, Ten Ten Resources, pre-recorded school liturgies

    ● PHSE - Jigsaw, Circle Time activities, Picture News

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?

NPCAT Parent responsibilities

- I will ensure that the device that my child is using is safe and avoids disruption to the lesson through unsolicited pop-ups and exposure of any personal data. All notifications on the device will be turned off.

- I will ensure that there are no other persons other than my child in the session. I understand that I must not join the session, unless I have been requested to do so in advance of the meeting, by the person delivering the session.

- I will ensure that the environment that my child is having the lesson is safe and that there is no risk to my child.

- I will ensure that my child has no means of having a conversation with external persons, other than the teacher or other participants in the lesson.

- I will ensure that my child will not be able to have a telephone conversation with another person or have access to social media platforms during the lesson.

- I will ensure my child does not record any part of the lesson.

- I understand that the expectations on my child's conduct are the same as if the lesson was taking place in a school setting and I will ensure that my child acts in accordance with the school behaviour policy and teacher expectations for the virtual lesson.

- Where there is non-compliance or misconduct in a lesson by my child, I understand that my child may be subject to sanctions in accordance with the school behaviour policy.

- I will ensure that my child will be appropriately dressed.

- If I have concerns about any aspect of a lesson, I will contact the school directly to discuss it and not raise issues during the lesson itself.

NPCAT Pupil responsibilities

- I will ensure that my device is safe and avoids disruption to the lesson through unsolicited pop-ups and exposure of any personal data. All notifications on the device will be turned off.

- I will not use mobile phones or social media platforms during the lesson.

- I will not record any part of the live streaming lesson.

- I understand that the expectations on my conduct are the same as if the lesson was taking place in a school setting and I will act at all times in accordance with the teacher expectations during the lesson.

- I will ensure that my conduct is compliant to the teacher's requests at all times and I understand that if I am non-compliant that I may be subject to sanctions as part of the school behaviour policy.

- I will be appropriately dressed.

- If my account is not working, for example, I have a problem accessing the school webmail or I get locked out and no solution can be found, I will not contact the teacher directly, but will contact the school administration office.

- I understand that if I feel unsafe at any time during the lesson, I must report this to the teacher immediately.

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

Pupil engagements will be monitored daily by the class teacher and Teaching Assistant (where applicable). Registration takes place daily- this is through morning welcome and registration as well as each live session. Parents have access to timetables for each year group to inform them of when each session will begin. Teachers will check pupils' engagement with remote education through the following ways:

- During live lessons - engagement is monitored through targeted questions, discussions and evaluation of pupil responses
- Teachers will check learning behaviour when on line as well as safeguarding and general behaviour issues. Teachers will intercept as and when necessary.
- Parents will be informed immediately via a telephone call to discuss the child's behaviour and engagement.
- There are fortnightly telephone calls to parents to discuss general engagement, behaviour, the general health and well-being of pupils and parents and to address any concerns parents may have.

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:

Bespoke formative assessments guide planning, teaching and learning and assessment whether the child is in class or accessing remote education. Your child's work and progress will be assessed using the following strategies:

- Open and closed questioning to assess learning
- Targeted questions based on the child's ability
- Feedback given continuously throughout the lesson
- Quizzes and tests are used to assess, re-inforce and deepen learning
- Parents are informed during the fortnightly telephone call of the child's progress in the lessons
- Marking and feedback of any work submitted during the school day. Teachers and Teaching Assistants provide constructive feedback during the day. Misconceptions are addressed.
- Work is adapted based on feedback from previous lessons in terms of support and challenge
- Pupil use of the chat function to further develop and deepen their understanding

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 additional specific needs, including disadvantaged pupils (SEND and vulnerable), have the right structures and provision in place to help remote education:

- Where there is a need, parents have been contacted and a Chrome Book has been given for access to live sessions and in order to access Google Classroom
- Parents have been supported and instructed as to how to access remote learning
- Provision of bespoke paper packs and study books
- Some pupils may need to have an adapted timetable
- Sharing of general resources and SEND specific websites to support identified pupils. These resources are displayed on our school website.
- Resources used during live teaching are adapted to cater for pupils with auditory and visual difficulties (font type, coloured paper, specific colours for background slides)
- Social and emotional: Ongoing support is in place for pupils accessing therapeutic services such as The Bungalow and Play Therapy, The Link.

- DDSL's communicate with multiple agencies for identified vulnerable pupils in order to support pupil well being.
- Teaching Assistants in school and support the live lesson and communicate directly with the child.
- Individual risk assessments completed for those pupils with an EHCP

Support for parents with additional needs:

- Telephone calls to offer support and to discuss and concerns
- School has provided any physical resources such as paper packs that support the pupil such as paper packs, sensory resources etc.
- School offer advice with a particular reference to accessing remote learning and any technical difficulties they may be experiencing
- School to support parents in creating predictable routines for remote learning to avoid anxiety, create a balance between live lessons and pre-populated Google Classroom activities and tasks. This gives parents opportunities to take breaks with their children at times throughout the day to suit their personal circumstances.

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?

Remote Education as outlined above applies to children and families who are self isolating. Where a bubble has collapsed, leaders, teachers and teaching assistants will follow the above protocols and systems in place for remote learning. If pupils are self isolating, work packs will be posted to children where technology is not available or school has not obtained Live Streaming and Video Consent.