



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. Remote education will only ever be considered as a last resort where a decision has already been made that attendance at school is not possible, but pupils are able to continue learning. **Remote education should not be viewed as an equal alternative to attendance in school.**

When remote education may be considered:

School closures or restrictions on attendance, where school access for pupils is restricted

The school's priority is always to reopen as soon as possible. Every effort will be made to ensure pupils can be taught in person by attending their school or if appropriate and possible, attending a safe alternative site.

After exploring all options to ensure the school remains open to all pupils, there may still be some exceptional occasions when the school or the local authority decide it is not possible to open safely, or where opening would contradict guidance from local or central government. If restricting attendance for pupils is the only viable option, we will endeavour to provide remote education to help pupils stay on track with the education they would normally receive.

Individual cases where a pupil is unable to attend school but is able to learn

There should only be limited circumstances where a pupil is unable to attend school but is able and well enough to continue their education remotely. These circumstances should only involve a short-term absence and **might** include pupils:

- recovering from short- term infectious illnesses
- preparing for or recovering from some operations
- recovering from injuries where attendance might inhibit recovery



In some exceptional cases, these circumstances might also include pupils whose attendance has been affected by a special educational need or disability (SEND) or a mental health issue. In these circumstances, after the pupil's absence from school has been established, schools will consider providing pupils with remote education on a case-by-case basis. This should be part of a plan to reintegrate back to school, and only when it is judged that providing remote education would not adversely affect the pupil's return to school.

Provision of remote education would then be made as a short-term solution allowing absent pupils to keep on track with their education and stay connected to their teachers and peers. Pupils with long-term medical conditions or any other physical or mental health needs which affect attendance may need more support to continue their education.

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. Whilst every endeavour will be made to offer live learning immediately, your child may have to access work set by teachers on google classroom in the first couple of days whilst live learning is set up. Staff will be available online to support.

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 aim to teach all or most of the normal planned curriculum in the remote environment. Some subjects where this is more challenging are those that would normally include significant elements of practical work in the live classroom e.g. science, music or technology. However, in these and other cases, video demonstrations and recorded teacher explanations may substitute practical work.

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	<i>We will aim to set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum approximately 3 hours a day, for Key Stage One and 4 hours a day for Key Stage Two.</i>
----------------------------	---

Accessing remote education

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

All live lessons and remote work are generally accessed through your child's Google classroom. Instructions on how to access your child's Google Classroom will be shared with parents.



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@stpatrickscp.npcat.org.uk

01642 676724

- *Also, please inform us if your child requires paper-based/printed learning as they are unable to access online resources, we will provide this and deliver work to the home.*

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)*
- *recorded teaching (video/audio recordings made by teachers)*
- *Powerpoint presentations*
- *printed paper packs produced by teachers (e.g. workbooks, worksheets)*
- *textbooks and reading books pupils have at home*
- *Subscription online learning resources*
- *commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences*



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



according 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?

Teachers will be checking pupils' engagement with remote learning regularly and will inform parents immediately where engagement is a concern.

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:

Teachers will regularly assess how well pupils are progressing through the curriculum using questions and other suitable tasks and will provide regular feedback using digitally facilitated or whole-class feedback where appropriate.

Teachers will use response to questions or assessments to adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure pupils' 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:

For pupils with SEND, their teachers are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to school closure or medical reasons.

We will work collaboratively with families, putting in place reasonable adjustments as necessary, so that pupils with SEND can successfully access remote education alongside their peers.