

## **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 (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?**

Pupils have access through their own log-ons to a range of online learning platforms: Maths Shed, Spelling Shed, Times Tables Rock stars. Pupils will also have access to their TEAMS learning platform where they will have homework tasks which may need to be completed. All pupils can also access BBC Bitesize.

## **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.
- St William's is committed to ensuring the curriculum is broad balanced and purposeful. The intent of the curriculum is carefully designed to ensure the sequence of learning sets the right challenge and pace to ensure the best opportunities for progression.
- St William's will use Microsoft TEAMS, with the aim to continue the planned curriculum with some adaption, where necessary, to ensure the teaching online is focused on progress.
- Trust schools believe that it is through effective teacher / pupil relationships, nurtured within the classroom, that give pupils the confidence and motivation to progress. Live online lessons and pre-recorded lessons with live questioning and feedback help to build this relationship.
- Teaching online will replicate at least some aspects of this interactivity and intentional dialogue, and therefore teaching will be more effective, support pupil motivation and lead to improved progression.
- In addition, resources and/or textbooks (both 'hard copy' or electronic) could be issued for pupils to use at home to complement and support lessons.

## **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:

Key Stage 1	3 hours
Key Stage 2	3 hours

## **Accessing remote education**

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

Teachers will use Microsoft TEAMS and may make use of 3rd party resources to supplement the teaching materials. Where this is the case the school will only use resources that have been reviewed and deemed suitable. These may include BBC Bitesize, White Rose Maths, Times Table Rock Stars, EdShed, Oak Academy etc

### **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:

- Regular communication from the Head Teacher and class teachers, ensures that parents and carers are aware that the school are able to loan devices to families so that pupils can access online learning.
- The office email is used by parents to request devices and the Head Teacher and Deputy Head Teacher are responsible for the allocation of such devices, liaising in person with families as well as providing technical support.
- Where access to internet connection or mobile data is a barrier to learning, the school can provide sim cards to support families.
- If the above options are not helpful to pupils, the school will provide printed materials for use at 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 (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities

## **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?**

- Parents and Pupils are issued with a remote learning code of conduct expectations detailing expectations for children's engagement and the support that parents and carers should provide at home.
- Supporting good behaviour ensures a productive online learning environment for all of our students.
- Students are expected to join the remote lesson on time (with the exception of those who are unable to do so for good reason) and behave with respect and courtesy throughout the lesson.
- All our teachers follow the Whole School Behaviour Policy with regard to discipline and classroom management. Rules and routines are discussed with students so that they are understood clearly. To be effective they should be:
  - Fair and consistent
  - Realistic and positive.

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

- Teachers will keep in regular contact with the pupils in their class.
- The school will monitor engagement in online learning and identify if there are any factors that are barriers to learning.
- Children who are causing concern through lack of engagement will be contacted.
- Schools are social communities and where possible the Teacher will try to ensure inclusive and engaging strategies.
- The school will promote materials for mental wellbeing and PSHE which should be easily accessed by the pupils.

## **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:

- Providing timely and helpful feedback is a cornerstone of good teaching and learning, and whilst this may be more challenging with remote learning, teachers will endeavour to provide regular feedback to learners on pieces of work that they are required to submit.
- Under normal circumstances, not all pieces of work are formally assessed by teachers and this would continue to be the case should the school employ remote learning.
- Given the nature of the tasks, the type of feedback teachers can provide may not have the same format as marking an exercise book.
- Teachers are encouraged to ensure, when they set assessed work, that it is designed in such a way that meaningful feedback may be provided.
- Possible methods may include:
  - Providing whole class feedback rather than feedback on individual pieces of work – this is an effective way of providing feedback, supported by findings from educational research
  - Using the “Comments” function on online documents or Microsoft
  - Sending a direct to learners with specific feedback / targets
  - Feedback via another website / piece of software

## **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:

- Teachers should ensure that work is differentiated as required for all learners when setting online tasks.
- Profiles are available for SEND pupils and advice can be sought from the SENDco.
- The SENDCo in will maintain contact with pupils on their lists requiring regular support, by email or phone with parents/learners and feed back to teachers.

## **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?**

Assuming an absence has been agreed with the school, and the learner in question is healthy enough to work from home, the school will provide work for learners who are unable to attend in person. If this occurs for an individual learner, the collation of work and communication with the parent/carer will be coordinated by the learner's teacher or member of the Senior Leadership Team.

Though every case will have its own specifics, a rough guideline for the frequency of communication between school and parent/carer would be once per week. Work will only be provided to learners in this way if there is an agreed absence lasting more than three working days. If a significant number of learners are absent from school, but the school remains open, the Head will decide the method of remote learning.