

St. Peter's Remote Learning Information for Parents



January 2021

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.

In the event of a local outbreak, the PHE health protection team or local authority may advise a school to fully or partially close temporarily to help control transmission. St. Peter's C of E Primary Academy has a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers and providing remote education for all other students, or it may involve remote education for certain year groups for a period of time.

For details of what to expect where individual students 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. At St. Peter's C of E Primary Academy our ultimate aim is to try and follow the intended curriculum whether students are in school, working from home, or a combination of the two. Our preference is to provide video lessons to follow the curriculum where possible. These may be live or pre-recorded. Where neither is possible, we may set video lessons provided by the Oak National Academy, which match our planned curriculum.

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

During the first few days of remote education you can expect the class teachers to upload work onto our virtual learning platform. Pupil's will complete this work online and submit back to the class teacher for marking and feedback. All students and teachers have received training in this, and so lessons will continue **immediately** using this learning portal.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in PE lessons, students may be set a series of challenges to develop their personal fitness. In practical subjects such as music, art or drama, work set may be a combination of practical work (where possible) and theory 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 the remote education provided should be equivalent in length to the core teaching children would receive in school and will include both recorded or live direct teaching time, and time for children to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

- Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
- Key Stage 2: 4 hours a day

Accessing remote education

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

Class Dojo for prerecorded lessons, uploaded work and marking and feedback. This is to be accessed through the app and then into the class area of the programme. The class teacher will be uploading the work for the day and instructions for any other educational apps that will need to be accessed e.g. Timestable Rockstars, Reading scheme, Oak National Academy links, etc. Pre-recorded videos of teachers modelling lessons are accessible here and will be archived here for reference. Children will complete work via Class Dojo and returned via Class Dojo. Marking and feedback will be provided by the teachers

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Equipment will be provided to those who need it. There will be a contract in place for the loan of the machine and for any repairs if needed once the equipment is returned.
- If you do not have access to a device to complete remote learning effectively, you fall into the category of educationally vulnerable and should attend school as normal.
- If there is an issue with access to a device to complete remote education, please let us know immediately by contacting the academy office on 01543 372060 or email: office@st-peters-stonnall.staffs.sch.uk
- Should parents need internet connections we can apply for dongles with data and routers to support remote learning.
- We will do everything we can to support remote education and can request a number of devices from the DfE that we can then loan to families, as well as helping to resolve any issues with connecting to the internet.
- We recognise that some children may only be able to take part in learning on a device with a small screen, such as a mobile phone. We are happy for children to complete any work set on paper instead of on a computer if needed.
- Printed packs will be available from the main office every Monday morning for collection for those who cannot access remote learning.
- Packs can be returned to school when collecting the next pack for marking and feedback. Teachers will contact each pupil to provide feedback on learning.

How will my child be taught remotely?

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

We use a combination of the following approaches to teach children remotely:
When teaching children remotely, we are:

- providing frequent, clear video explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos.
- setting learning so that children have meaningful and ambitious work each day in a number of different subjects.
- teaching a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject.
- gauging how well students are progressing through the curriculum, using questions and other suitable tasks
- enabling teachers to adjust the pace or difficulty of what is being taught in response to questions regarding the learning, including, where necessary, revising material or simplifying explanations to ensure children's understanding.

We are considering these expectations in relation to the children's age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support. We will avoid setting long-term projects or internet research activities.

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)
- 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 (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

What happens if my child's teacher is unwell?

- If a member of teaching staff is unwell and is not able to provide remote education, your child may be added to a new class team in order to join a different lesson or alternative work may be supplied. Ultimately the aim is to ensure that teaching continues in the most effective way possible until the teacher is able to resume teaching.

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?

We expect all children to engage with remote education as soon as it is required. A register will be completed of those who are accessing the work. If your child has is not accessing the work, then the teacher will contact you via Class Dojo, telephone or refer to the SLT.

As parents/carers we need your support to ensure you child sticks to the routines of completing school work at the right times and is provided with a space they can work without distraction. Where this is not possible, please let us know and we will do what we can to help.

Please reinforce clear boundaries with your child during their remote education.

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

In this section, please set out briefly:

- The academy will check daily through the learning platform for pupils' engagement with remote education and a register / log is kept.
- Where engagement is a concern, parents will be telephoned to check on the pupils' learning and where necessary a home visit will take place.

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:

- Pupils receive marking and feedback via the virtual platform.
- Pupils work is marked daily with feedback given. Where pupils are not online, feedback will be given verbally with a telephone conversation from the academy.
- Teachers are not expected to mark every piece of work in depth, but they will be checking work and addressing any errors or misconceptions with children.
- We may use quizzes through online forms to assess children understanding. This provides instant children feedback and scores are recorded so that teachers can address common mistakes in future lessons.

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:

In this section, please set out briefly:

- Remote education for pupils with SEND is not different, work will be set according to the pupil's individual education plan. This will be set by the class teacher or support member of staff.
- We recognise that some children, for example some 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 students. Please contact our SEND Co-Ordinator, Nicola Hiley (n.hiley@st-peters-stonnall.staffs.sch.uk), with any specific queries.

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?

Pupils who are needing to self-isolate will be part of live lessons, work will be set via the learning platform and/or packs sent home with dates to return the work for marking and feedback via the learning platform and photographs or scanned in work.

You can also message their class teachers via Class Dojo to let them know of the self-isolation. The teacher will then be able to support with specific lesson resources sent by Class Dojo