Information for Parents

Remote Education at Penistone St John's Primary School - A Statement of Principles

St John's is committed to securing strong and safe remote education for all children. We recognise, as do the Local Authority and Ofsted, that each school is unique and differences in size, capacity and community context will influence the school's chosen approach. The Local Authority supports teachers and school leaders to use their professional judgment in determining the most appropriate strategies and approaches for their pupils. As a result, provision may look slightly different from school to school, but will not differ in quality and effectiveness. *These principles inform the school's remote learning policy*

At St John's we have worked very hard to ensure that the quality and effectiveness of our remote education **matches** that of school under normal circumstances. It is not a replica of what happens in the classroom, as children are not learning in the normal classroom environment. We will however ensure that it engages children in learning in such a way that supports progress and achievement, as well as maintaining their mental health and wellbeing. We understand that the pressures on children, families and indeed staff at this time are great, but we also know that everyone has risen to the challenge to ensure children's learning is disrupted as little as possible. If parents experience any problems or difficulties with accessing learning, for any reason, we encourage them to speak with the class teacher or call school where we will always be happy to help.

As Executive Headteacher, Mrs Drinkhill has an overarching responsibility for the quality and delivery of remote education, ensuring that provision meets expectations. The provision and quality assurance at a school level, including curriculum organisation and breadth of coverage, is the joint responsibility of Mrs Nixon and Mrs Sullivan, who in turn work with our team of subject leaders across school. ICT leader Miss Mengoni and Mr Wood our technical support have a key role in the deployment, administration and support of software, hardware and training.

Please note, if parents and carers are concerned about the quality of remote education offered by the school, they should discuss their concerns with school staff in the first instance. If concerns are not resolved, parents should follow the complaints procedure which is published on our website. If all avenues have been exhausted then parents retain the right to complain to Ofsted.

Remote education provision: information for parents
The provision of remote education is contained in our remote learning policy. This can be found on the website. The policy details what remote education provision we will make in the event of individual child absences, teacher absences and class or pod closure, including during a national lockdown.

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 consist of Phonics/English Maths and Wider Curriculum learning. The teaching and completion of this work will take pupils broadly the following number of hours each day:

Key Stage 1	3 hours a day, on average, across the school 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?

Remote education will be accessed via seesaw. The details of how to access this platform have been sent to parents and support for access can be found under the seesaw tab of 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 recognize that some pupils may not have suitable online access at home. If you have any problems accessing remote education please contact school and we will:

- Provide technical support for accessing the platform if expertise is an issue

- Help families or lend laptops or tablets to pupils if needed. These can be signed out, by prior agreement with the heads of school, from the school office on either site.

- Provide technical support, where we can if the internet access is a problem

- Provide printed materials needed, by arrangement with the teacher, from the school office if online access is problematic

- Please note that children can submit work to their teachers via seesaw by completing online interactive documents, recorded visual or voice recordings, upload a photo or if there is no online access by dropping off hard copy to the school office.

How will my child be taught remotely?

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

- recorded teaching (e.g. Video/audio recordings made by teachers, Oak National Academy lessons)

- live online teaching/zoom sessions

- printed paper packs produced by teachers (e.g. workbooks, worksheets)

- textbooks and reading books pupils have at home

- commercially available websites supporting teaching of 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 full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

In line with the remote learning policy

Teachers will:

- Upload the activities and links for the day to seesaw by 9am each morning

- Send out links to any zoom teaching that has been organised *around 15-20 mins in duration,* which will take place at prearranged times during the day

- Send out links to zoom session for 'wellbeing catch-up' to be organised once or twice a week as necessary with whole class and fortnightly for children with EHCPs

- Send out links to a weekly zoom session for any individual children on the SEN/vulnerable register and their parents. This will take place with the teacher/TA and/or SENCo (as agreed by teacher and SENCo)

- Check uploaded work from the previous day, provide feedback (verbal, highlighted, short comment as appropriate) and returned to children to act upon as directed by the teacher. Support sessions organised and undertaken as and when needed, to provide individual or small group support – see above

Parents and pupils:

As with in-school provision, we have the high expectations of children's engagement. We expect all children to access our remote education provision and complete the learning tasks set, to a good standard and upload completed daily work by the end of each day (preferably before 4pm if possible)

We ask that Parents will support children in learning by maintaining an effective routine and completing the learning set. All tasks will be created, set and pitched at the appropriate level for children to ensure that they can engage with sessions, it is our aim that this will be as independent as possible. Children are expected to join zoom lessons/support sessions and keep in touch sessions if at all possible and listen and join in appropriately when participating in zoom sessions.

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

To reflect the same practice as in school, a daily register will be taken to check which children are:

- logging on to seesaw daily

- completing tasks that they have been set

- Participating in organised zoom sessions

If there are any circumstances arising where engagement is a concern, class teachers, support staff and senior leaders will contact parents/carers via phone call to discuss how we can support in raising the engagement of your child with our remote education provision. In some cases, support from Education Welfare Services may be beneficial.

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 verbal comments via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Have the highest expectations of all pupils in relation to quality of work produced

- Be positive and value the effort of the pupils to engage in the learning

- Reflect and take account of the circumstances of both the learner and teacher

- Follow the marking and feedback policy to mirror in-school practice

- Provide regular feedback on every child's work via seesaw and zoom as appropriate

- Ensure that children are aware of the next steps in their learning

Additional support for pupils with particular needs

At St John's, we recognise that some pupils, for example, those 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. The vast majority of these children will be accommodated in school wherever possible, except in 'isolation' situations.

Class teachers will provide opportunities for a personalised approach to learning for all groups including SEND so that activities are suitable to their abilities. Furthermore, our class teachers and support staff will work closely with families to deliver remote education for pupils with SEND, discussing how the personalised approach can be best adapted to meet the needs of those children.

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. We will aim to reflect their remote education as closely as possible to the approach described above and the curriculum offer their peers are receiving at school.

Using seesaw and zoom, activities and teaching will be set for children to access at home (as described above) and will be similar to the activities that their peers will be completing in class so that they are maintaining a parity with them. This will support them with their return to school, so that they can integrate back into school provision easily as they will have received the same curriculum content.