Remote Education Provision

FAQ Information for Parents

<u>**Remote education provision: FAQ information for parents**</u>

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 more details please read our Remote Learning Policy, Remote Education - A Statement of Principles and Remote Learning Expectations documents on the website. In addition, there are Remote Learning Tips documents for parents and children as well as a Remote Learning Code of Conduct.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

<u>**The remote curriculum: what is taught to pupils at home**</u>

A pupil's first day or two of being educated remotely might look different from our standard approach, if and when 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?

Staff will be expected to post learning for children 24 hours following the start of remote learning to give time for adequate preparation.

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

After 24 hours, of a pod/class or school being closed the teacher will upload the learning timetable/grid for week by 9am the next day or weekly on Monday. You or your child will need to log on to seesaw and access the remote learning activities.

In line with the remote learning policy

Teachers will:

- Upload the activities and links for the day by 9am each morning
- Offer a daily Zoom motivation / wellbeing whole class meeting
- Organise zoom teaching *around 15-20 mins in duration* for those children who need extra support to take place at a prearranged time during the day. This may be filmed for those children not able to attend to watch later
- Organise a zoom session for a 'wellbeing catch-up' with the whole class once a week
- Organise zoom sessions for any individual children and their parents with the teacher and/or SENCo as agreed
- Check and mark uploaded work daily, provide feedback (verbal, highlighted, short comment as appropriate) and return it to children to act upon. Support sessions organised and undertaken if needed
- Expect pupils to upload completed daily work by the end of each day (preferably before 4pm) If later, same day marking may not be possible
- Timetable time for marking, feedback, lesson preparation and other professional duties when they will be unavailable
Please be patient when requesting support from staff. You could be 1 of 30 parents who are asking at that moment

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, wherever possible, and appropriate. However, we have needed to make some adaptations in some subjects. For example, in art, media at home may be limited

so the curriculum will take account of this, music lessons reliant on specialist teaching or equipment may be adapted.

For remote learning, 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, or e-books
- 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 are expected to avoid an over-reliance on these approaches)

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 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.

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:
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

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

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.

How will you support my child who has additional needs?

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.

Remote education for self-isolating pupils

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.