



THE ARUN VILLAGES FEDERATION

Enabling every child to thrive and succeed

Remote Education at St James' Primary School: Information for Parents

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?

This will depend on how much notice we have and how many children are affected. However, we will ensure that appropriate work is set for the first day as far as possible, and definitely from the second day. Initially, this work will be linked to what was going on in the classroom immediately before home education begins, for example, completing a piece of writing that had been started; completing a unit of maths work.

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?

When children are learning at home, we will aim to deliver a curriculum that is as close as possible to that which they would have received in school, although some subjects need to be adapted. For example, in Art, we will concentrate on sketching skills, as children may not be able to access art materials such as watercolours or pastels.

A timetable will be provided to ensure that children study all the subjects in the National Curriculum as far as they can, with a structure that supports parents to ensure that their children do the necessary work. Parents will, of course, be free to adapt the timetable to their particular family circumstances if they wish.

Teaching will be tailored to ensure that it promotes and supports children's, and their families', physical and mental wellbeing e.g. there will be a daily requirement for outdoor learning and/or physical activity.

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	Reception and Year 1 – approximately 2 hours per day. Years 2 to 4 approximately 3 hours per day. Years 5 and 6 – approximately 3.5 hours per day.
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This is broadly in line with the amount of **direct teaching** (I.e. without registration, breaks, lunch time, assemblies etc.) they receive in school.

Accessing remote education

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

We use Google Classroom as our digital platform. This tool enables us to set out and collect work from children in a single place. It also has built-in safeguarding, as it is accessed via the child's individual username and password.

Guides will be provided to help parents to access the resources and staff will be available via phone or email to answer any queries or concerns.

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:

Applying for laptops for eligible children

Providing routers or dongles for eligible children who do not have reliable broadband at home

Providing printed versions of work for children who do not have online access despite the steps mentioned above

Setting up a mechanism for parents to deliver children's written work to the class teacher at school if they are not using online services.

There are further details on the DfE website and parents/carers are encouraged to contact the school if they are encountering any difficulties.

<https://www.gov.uk/guidance/get-laptops-and-tablets-for-children-who-cannot-attend-school-due-to-coronavirus-covid-19>

How will my child be taught remotely?

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

We have decided not to use live online lessons for a number of reasons, including the potential impact on family life and clashes with other children in the family who may have lessons at the same time.

Teachers will prepare a Monday meet-and-greet to welcome children back after the weekend, share some news and introduce the week's learning.

Learning activities will be posted onto the Google Classroom page, usually on a day-by-day basis.

Activities will include normal written work (for example, maths problems; grammar and spelling activities; reading comprehension activities; story-writing).

Some lessons will be via video, for example, a weekly music lesson.

Some lessons will include links to online resources e.g. an art tutorial, followed by a piece of art work by the child.

The children will also work on digital maths resources such as MyMaths and TTRock, which are set by the teacher, and digital reading resources such as Oxford Owl and the Literacy Trust.

Older children will also carry out their own personal research in history and geography, linked to the class topic or theme e.g. a specific aspect of Tudor life, or of South America. This will include online research, research from information books if available, and a range of recording formats of their own choice.

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?

Children have already had a long period of lockdown which has inevitably led to lost learning. We will do our best to ensure that children are able to continue to make good academic progress during any further lockdown or local closures.

We therefore expect that all children will complete all the work set for them with the support of their parents. All school staff are available to help if parents have any problems with any aspect of their child's learning.

The timetable referred to above is designed to help parents establish a clear routine for their children to reduce the likelihood of them not engaging with their learning.

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

Teachers will arrange a virtual meeting with all children and their parents once a week, usually but not always, on Fridays. Children will be asked to show their written work to the teacher, and children and parents can ask for help with any aspect they found difficult or did not understand. This will enable teachers to praise children's efforts, provide feedback on work done, and to re-engage them if necessary.

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 review children's online work via the digital resource or via Google Classroom. This will enable them to monitor progress and adapt/amend lessons as appropriate to meet children's needs.

Feedback will be given online where this is possible, or during the weekly consultation meeting.

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:

Work will be differentiated to meet the needs of different ages and abilities within the class.

Work for the youngest children will include lots of video lessons such as stories and rhymes; ideas for outdoor learning; and ideas for purposeful and constructive play which will support learning e.g. helping with cooking/table-laying etc.

The Senco may be consulted by teachers to support them to differentiate appropriately for children with additional needs.

The Senco will be available to give advice to parents via telephone or Zoom.

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?

If an individual child is self-isolating, we will do our very best to provide a similar quality of education to that which is being provided in school. During the pandemic, teachers have been planning with the possibility of isolating pupils in mind. They will aim to provide parents with the resources they are using in the classroom so that children can follow a similar pattern to those in school, for example, the day's Smart Notebook together with any resources needed.

Teachers will maintain close communication with parents to agree the best way for them to work together during the child's absence.

Throughout lockdown and the pandemic, we want to do our best to keep children learning and to support parents. We keep our remote education under continuous review and make improvements wherever we can. If you need any additional support or guidance, please get in touch – we are all here to help.