



St. Leonard's C E Primary School Remote Education Provision – January 2021

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for "Life in all its fullness" and our core values of Love, Respect and Responsibility.

Remote education provision: information for parents

Information should be published on school websites by 25 January 2021.

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during periods of school closure, bubble closures or pupil isolation relating to coronavirus (COVID-19).

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?

From the first day of being sent home pupils will receive work via Google Classroom (Key Stage 2 - Years 3 to 6), Class Dojo (Key Stage 1 - Years 1 and 2) or Tapestry (EYFS - Nursery and Reception).

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, with a few adaptations, for example we may refer children to a PE video on the internet, for a PE session.

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:

EYFS – Nursery and Reception	2 hours
Key Stage 1	3 hours
Key Stage 2	4 hours

Accessing remote education

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

Children in EYFS will access the remote learning via Tapestry with 2 to 3 zoom meetings weekly. Children in KS1 will access remote learning via class dojo with 5 zoom meetings weekly. Children in KS2 will access remote learning via Google Classroom with two live teaching sessions daily via Google Meet.

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:

We have a limited set of Chromebooks which we have distributed to families and we have a few donated computers we are refurbishing to lend to families. If you need a Chromebook/laptop in order to access learning, please contact either your class teacher or the school office and we will either locate one for you, or put your name on a waiting list.

If parents/carers need additional data for their mobile phones, so that children can access remote education, please contact the school office and they can put a request through to the DFE.

Dongles are available for parents who do not have access to the internet, and again contact the school if you need support.

If digital access is not possible paper work-packs and exercise books are available by request. Please contact the class teacher or school office and they can be collected within 24 hours of the request. Paper work packs can be collected weekly and returned weekly for marking and feedback.

How will my child be taught remotely?

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

- Live lessons via Zoom in EYFS and KS1 and Google Meet in KS2
- Activities set remotely using Tapestry in EYFS, Class Dojo in KS1 and Google Classroom in KS2.
- Recorded teaching (Oak National Academy/ BBC Bitesize/ recordings made by teachers for example introducing new content, modelling a method or demonstrating phonics)
- Printed paper-packs produced by teachers (workbooks, worksheets)
- Reading books and text books for children to access at home.
- Commercially available and age-appropriate educational websites supporting the teaching of specific subjects or areas, including video clips or sequences.

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 children to attend all live teaching sessions, wherever possible, and complete daily activities set by class teachers.
- We expect parents to assist their children by creating a remote learning routine at home, such as set learning times and break times, and creating a learning space within the home. We expect parents to support children with their education and seek advice from school if further help and support are required.
- Play is such a vital part of the Early Years Curriculum and this is very difficult for teachers to deliver remotely. We strongly encourage our parents to play alongside and with their children on a daily basis, Activities such as board games, playdough, small world toys and construction are all excellent ways in which young children can learn through their play.

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

- We will take a register at every live teaching session and children who have missed a day's session will be contacted that afternoon by the school.
- Parents/Carers of any child not engaging in written work, ie no written work handed in for 48 hours, will be contacted by either the class teacher, school office or pastoral team to offer help and support.

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:

- Children's work will be marked on screen daily.
- Feedback will be given as appropriate – this may be in the form of praise, discussion of a misconception, modelling of a correct answer, or a prompt for children to edit their work.
- Teachers will use formative assessments in each session to identify gaps in learning and adapt inputs or future planning to meet the needs of all learners.

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:

Class teachers will expect children with SEN to access the remote learning. Follow up tasks will be differentiated according to the child's educational need.

There will be Teaching Assistants accessing the live lessons and available to support the class teacher by responding to pupil's work online.

Class teachers will initially make contact if there are issues with learning.

Teachers may directly ask parents of SEND pupil to work on specific targets. For example, telling the time, making small values of coins, or spelling common words.

All SEND pupil have their own profile and targets. Parents should be aware of these and familiar with the desired learning outcomes.

SEND pupils who are not in school or accessing the live teaching will be contacted by the School SEND Coordinators to ensure the children's educational needs are met.

Pupils and parents of pupils with Social, Emotional and Mental Health needs will also be monitored closely by our Welfare Support Worker, with regular calls home and support.

The Early Years SENDCo will liaise with parents and the Special Educational Needs Support Service (SENS), to ensure programmes of work are continuing at home. Parents are encouraged to contact the school if they require more support.

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?

Children who are self-isolating will receive a blended curriculum, where they can join their peers in class via Google Meet or Zoom. Activities will be set and can be returned on line.

Chromebooks can be loaned to children who need a device to access the learning and can be returned when the period of self-isolation is over.

Paper copies of activities can be requested by parents/carers as necessary if there is no digital access.