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 if local restrictions require entire cohorts (or bubbles) to remain at home.

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?

If circumstances allow, children will be going home with a hard copy of their work if at all possible. Parents will be directed to various online lessons that will be accessible immediately, although not necessarily delivered by the class teacher. A suggested age appropriate daily timetable will also be provided.

Contact should be made with the Classroom teacher to ensure that the Google classroom login is working.

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 science where resources may be required, we may need to use a video demonstration instead. Skills in medium term overviews may need to be adjusted to align more effectively with home learning.

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	FS1/2: No specific expectation but less for younger children and not through all digital means.
	KS1: 3 hours each day on average
	KS2: 4 hours each day
	Fixed timetables will be sent out for all year groups as soon as possible after school closure.

Accessing remote education

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

Classteachers will send out work using Google Drive, Google Classrooms and Class Dojo or TAPESTRY. Provision will be streamlined into the Google Classroom platform once all children in a class are connected.

Please see the designated web pages on the school website for other resources and information

https://st-georgesrc.wilts.sch.uk

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:

- Pupils can access remote learning through large screen smart phones, there doesn't necessarily need to be a laptop or tablet in the home. It is also possible to use X-boxes, Playstation consoles or even SMART TVs.

- Pupils can access any printed materials needed if they do not have online access, by collecting packs from the school entrance (please ensure that you let us know in advance, so that work can be produced for your child).

- Pupils can submit work to their teachers online either through the Google platform or by using Dojo or Tapestry. If they do not have online access by dropping the completed packs into specific year group drop off boxes in the school entrance.

- A survey will be sent out early on in the closure to gather information about which households will need school to supply a suitable digital device and to see which households would need us to apply for additional mobile data or a wireless 4G router.

How will my child be taught remotely?

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

- 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)

- textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

- some project work and/or internet research activities linked specifically to the subject being taught and curriculum objectives (School will avoid and 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 this section, please set out briefly:

- We expect all pupils to engage with the remote learning for the specified times (listed above) as appropriate for their key stage unless they are unwell.

- Please refer to the suggested timetables that you will be sent for details of lessons and additional activities to be completed.

- Class Dojo and Tapestry will utilised to provide feedback, share good work, motivate the children and to support the school community. As use of Google Classrooms becomes more established, there will be a move over to providing feedback on Google.

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:

- Teachers will keep registers of who is attending live lessons and/or engaging with set work. A 1, 2 or 3 point scale will be used with '1' being no engagement or contact with the teacher; '2' being some engagement but it is limited and '3' being full engagement with all activities.

- Schools will contact parents of pupils not engaging with the daily learning to discuss this further with them and try to overcome any barriers that are hindering access to learning.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

Teachers will use quizzes or tests on core content as a regular feature, asking pupils to complete these in a specified time and email them back.

Using the features of Google classroom, Dojo and Tapestry, teachers will create regular, pre and post-lesson quizzes. Hard-copy versions will be available.

Enabling pupils to receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate

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:

- Individualised planning and differentiated work will be provided with the option to present the work in a variety of ways.
- Consider individual needs and disabilities with regards to the expectations for the individual child.
- Contact and support sessions with the school SENCO to discuss any concerns or worries.
- Remote ELSA sessions will be available for individual children as necessary

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?

- A timetable for the child who is self-isolating will be provided with a mixture of online and hard-copy set work available.