



**St John’s Green Primary School**

**Learn to Live, Live to Learn**



**We are all**

**writers …**

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**Remote education provision: information for parents**

This information is intended to provide clarity and transparency for 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 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?**

The school’s approach to remote learning is to use Microsoft Teams.

All children in the school have been sent home with their Microsoft logins which gives the children access to the Microsoft Platform. In the event of a parent misplacing their logins the school has a dedicated ICT support e-mail address which is available from the school office for all parents.

Children will receive at least two live lessons each day and on most days four live lessons. By live, we mean that the teacher will appear on the screen and deliver the lesson in real time. Once the class teacher has finished teaching, the children complete work set through ‘Assignments’ which is a separate facility on Microsoft Teams. In ‘Assignments’ the children can both download and upload their work.

The exception to live teaching is when the class teachers have PPA and Well-being time. In this case class teachers will either be teaching via a prerecorded lesson, which again is accessed through Microsoft Teams, or children will be directed to other sources of remote learning such as the BBC website or ‘The Oaks Academy’ website.

All work that is uploaded to Microsoft Teams by the children is marked, acknowledged and feedback given against the school’s on-line marking agreement.

The day is organised as if the children were in school, with English and mathematics in the morning and other curriculum subjects in the afternoon.

Some of the work set, will not use any form of electronic device as it is important that children do come away from their screens during the day.

It may take us a day to get organised, depending when we had to close the bubble the day before, but the school’s expectation would be that within 2 days of the child’s bubble being sent home, children would be able to access ‘live’ remote on-line learning.

**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 remotely they will follow a bespoke timetable that as much as possible mirrors the curriculum that children have in school. Some elements will be slightly different, for example it’s not that easy to teach the skills of hockey when you’re learning in your kitchen, nor would it probably be appreciated. In these instances, teachers will set a suitable alternative.

In essence this means that the morning sessions have a focus on English and mathematics and the afternoon sessions focus on the foundation subjects.

The remote learning timetable starts live at 9.30a.m. with the register and continues through the day.

Although every year group will manage their timetable slightly differently, an example remote timetable would be:

9.30 – Live Register

9.35 – Word of the Day, Shared Reading and Literacy Input (Road to Writing) – Live lessons for input followed by independent work.

11.30 – Mathematics, Live lesson for input then follow up work.

1.30 – Afternoon check in

1.40 – Reading/Spellings

2.00 – Live or pre –recorded lessons and follow up work

3.00 – Reflection and class story

**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, KS1 and KS2 – As stated above the school aims to provide a full day of on-line learning |

**Accessing remote education**

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

The school is using Microsoft Teams as the on-line remote learning platform. Although this works best on a PC or laptop it can be accessed from any device including ipads and mobile phones.

**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:

Obviously the best solution for the children is to access the school’s on-line remote provision through Microsoft Teams. This gives the children direct access to their class teacher, resources and where they can interact with their peers. Whilst not quite the same as being able to see their peers and teacher in person – this is the next best thing.

If parents have genuine need of IT support to facilitate their child’s learning then they should contact the school. The school has a number of laptops given by the DfE and an additional bank that it has purchased itself. These laptops are also provided with headsets and microphones enabling children to engage with the minimum of distractions from others in their homes.

The laptops have to be signed for by the parents and are issued to parents on a loan basis for the duration of any on-line learning.

This isn’t though an infinite supply and we are very grateful to parents who have been creative in either providing laptops for their children themselves or utilising alternative means.

As well as the children’s work being placed and uploaded through ‘Assignments’ on Microsoft Teams, the live lessons are recorded. Children can access them at any point in time for a week after the lesson. It also means that if children become stuck in their learning and find themselves in ‘The Learning Pit’ they have a means to enable themselves to get out the other side – by replaying the lesson.

In addition, each week the school also places in the ‘Home Learning’ section of the website, Key resources for the children which cover the salient points of the Home Learning for that week as well as the Powerpoint presentations, resources and key texts.

We will also in exceptional circumstances, provide work packs for children.

* how you will issue or lend laptops or tablets to pupils, and where parents or carers can find more information
* how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
* how pupils can access any printed materials needed if they do not have online access
* how pupils can submit work to their teachers if they do not have online access

**How will my child be taught remotely?**

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

Live Lessons.

Pre Recorded Lessons from the class teachers.

BBC Bitesize and The Oaks Academy to support some elements of our on-line solution.

Key resources and learning packs ae copied by the school and made available to parents by collection from the lobby areas of the school sites. Parents are notified of these packs availability through the weekly newsletter and via e-mail.

The school has also provided a reading trolley which is available in the lobby area of the Abbey Field site for children and parents to come and exchange and/or simply just borrow – reading books.

The school will also provide a squared exercise book for children learning at home to record their mathematics and writing.

**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?**

The school’s expectations for Remote Learning is very simple – we expect children to engage.

The school’s remote provision mirrors the curriculum that the children are experiencing in school. It is also based on our ‘Recovery Curriculum’ which we instigated in September 2020 following the first national Lockdown. As such, children need to engage because if they don’t they will fall behind in their learning.

The way that the school has organised its remote provision means that teachers have built in times and opportunities during the day and week to catch up with children and support them on a more individual and group level in their learning. In addition, the school’s family support team, will make contact with parents and the children to encourage and support the engagement process.

As already stated, the school has created an IT support team and they provide on-going remote support to help facilitate the children’s on-line learning.

In the same way as in the classroom, we expect children to be independent in their learning as much as possible. Whilst we appreciate that parents may hover, children respond differently to their parents than they do to teachers and it is important that parents take a step back and allow the children to make their own mistakes with their learning, not do the children’s work themselves.

The provision of common daily timetables for each year group which are available on the school’s website, mean that the school is providing structure to the child’s (and parents) day, which they need to buy into.

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

The children’s engagement with on-line learning is monitored daily by both the class teachers and the ‘Heads’ team. The school uses an app called ‘Insights’ which sits alongside Microsoft Teams. This tells the school exactly for how long and to what sessions/Assignments a child has logged on for.

Lack of engagement is followed up by support from the school, which will either come from the class teacher or their support team, the Family Support Team at the school or a member of the Heads’ team.

**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 are able to upload the work they complete at home via ‘Assignments’ in Microsoft Teams, this can be done as Word document, pdf or image.

The school has produced comprehensive guides which have been e-mailed to parents and available on the Home Learning section of the website to support this process.

Teachers and their supporting staff will mark all work that is uploaded and depending on the work set may provide individual feedforward, group feedforward or feedforward to the whole class.

Teachers will do their best to keep up with this process but please remember they are supporting the on-line process all day and unlike in the classroom, it is not quite as easy electronically to quickly pop round individually and mark.

**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 are very experienced in providing and supporting the range of learners they have in their classrooms. In many ways on-line learning is no different and class teachers will continue to provide differentiated work and access for the children in their care.

If it better supports a child’s needs and remote on-line learning is not helping an individual child’s learning development, then where possible the school will consider facilitating the learning of that child in school, dependent on the current class bubble sizes.

**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 a child is Self-Isolating because they have tested positive for Coronavirus then there is a high chance that the class bubble will be Self-Isolating too. In that case the remote on-line learning provision as described above will stand.

If an individual child is Self-Isolating because a member of their household is self-isolating then they will either;

* be able to access the on-line learning for a parallel class

or

* they will be taught live lessons by the class teacher in school as they teach to the class. Accessed through Microsoft Teams.