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.

The remote curriculum: what is taught to pupils at home

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:

- Class 1 - Broadly following the curriculum (same IPC topic) but adaptations have been made to ensure that resources are available to all families as most activities are very practical.

- Class 2 - Broadly following the curriculum but IPC topic has changed from Materials to Super Human as Materials requires a lot of art resources that families may not have access to. No Outsiders has been swapped around to better suite home learning.

- Class 3 - Broadly following the curriculum.

- Class 4 - Broadly following the curriculum in school - PSHE moved terms around to a unit better suited to remote learning. Original unit will be taught later in the year.

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:

Class 1	Approximately 3 hours.
Class 2	Approximately 4 hours 30 minutes.

Class 3	Approximately 4 hours 30 minutes.
Class 4	Approximately 5 hours 15 minutes.

Accessing remote education

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

We are using the Teams digital platform with Class 1 also using Tapestry.

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 applied for the DfE laptops to distribute to families.
- We are photocopying packs of work for families without access to a printer.
- We are in regular communication with our vulnerable pupils.
- We have free data cards that we have applied for and are distributing to families.
- We are applying for data via the government's scheme for eligible families who request it.
- We have made work books available.
- Work can be submitted on paper or digitally.
- Families can contact admin@stjohnsboll.cheshire.sch.uk for information on any of the above, or for help and assistance in any remote learning/digital matter.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Live teaching (online lessons).

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).

- Printed paper packs produced by teachers.

- Textbooks and reading books pupils have at home.

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

  Specific notes related to each class:

Class 1 - A pre-recorded or live session each morning (Phonics, Literacy and Maths set as normal).At least one live session each afternoon for IPC, PSHE and wellbeing. Smaller group sessions will be scheduled to meet the more individual needs of the children or if more interaction is required to support learning.

Class 2 - Literacy live daily, live spelling test weekly, live afternoon slot of either RE/story time/IPC. Daily assignments set via pre-recorded input for Phonics/Maths.

Class 3 - Live lessons, assignments via pre-recorded input (teacher-led or Oak Academy/Miss Hofton Spanish for example) and small group live inputs and independent tasks.

Class 4 - Live lessons, assignments via pre-recorded input (teacher-led or Oak Academy/ Miss Hofton Spanish for example) and small group live inputs and independent tasks.

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 the children to fully engage with remote education, as they would in a normal face to face school day.

- We expect full parental support, setting routines to support your child's education and contacting us if there any issues or support we can offer.

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

- We will be checking engagement and attendance daily. We will be monitoring attendance at the live lessons and also monitoring that children are completing tasks set.

- If attendance or engagement is a concern school will notify the parents for a supportive discussion. This could be the class teacher, SENCO or Head.

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:

- Class 1 - Parents are uploading photos and videos to Tapestry. Daily feedback and next steps given where relevant.

- Class 2 - Live marking and feedback. Using Teams assignments to provide feedback daily.

- Class 3 - Live marking and feedback. Using Teams assignments to provide feedback daily.

- Class 4 - Live marking and feedback. Use of Teams to individually mark and feedback daily.

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:

- Children with SEND who are not in school in person are being contacted individually by the SENCO to ensure their needs are catered for, and they can access remote education.

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 at home due to self-isolating will have access to remote learning as indicated in the sections above.

When will work be uploaded onto Teams?

Class 1 - The night before.

Class 2 -The night before.

Class 3 - The night before. Where possible the work will be uploaded at the start of the week for the week ahead.

Class 4 - The night before or in the morning before 8.30am.