



REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

Mission Statement: To love, to learn with God in our hearts

Policy revised: JANUARY 2021

Review Date: JANUARY 2022

This information is intended to provide clarity and transparency to pupils and parents or guardians 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?

On day 1, pupils will have some activities to access on Google Classroom / Seesaw however these will not represent a full day of remote learning and may not include teacher pre-recorded video as teachers will not have had the time to prepare these.

From day 2, pupils should have access to a full remote learning provision.

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 endeavor to teach the same curriculum remotely as we do in school wherever possible and appropriate.
- However, we may at times make some adaptations in some subjects. For example, we may change the order of topics taught so that topics which are particularly resource heavy are taught when children return to school.

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:

Key Stage	Number of hours
EYFS	2 to 3 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?

Early Years Foundation Stage and Key Stage 1 will access online remote education via SeeSaw

Key Stage 2 will access online remote learning via Google Classroom

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:

- The school will issue families with Chromebooks or iPads. Parents/ Guardians should contact the school office office@stjohnevangelist.islington.sch.uk to request a device.
- The school will request 4G routers for families who do not have adequate access to the internet. Parents/ Guardians should contact the school office office@stjohnevangelist.islington.sch.uk to inform the admin team that this is a difficulty.
- A two week work pack will be available for pupils while they are unable to access online remote learning. This is available via email or in paper form. Please contact the office to request office@stjohnevangelist.islington.sch.uk.

How will my child be taught remotely?

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

To access your child's daily learning schedule, they will need to log on to SeeSaw (EYFS and KS1) or Google Classroom (KS2). They should be familiar with how to do this as their homework is posted on this platform every week.

Once on SeeSaw/ Google Classroom, the children will have a morning video from their class teacher and a timetable for the day. Children will then be able to access the day's learning activities.

Videos for teaching will be pre-recorded and will usually be the class teacher although some activities will be via Oak National Academy but will be matched to the objectives that children are working on. Teachers will not be visible live on screen but will provide guidance and respond to any queries in 'realtime'. You or your child can ask questions to consolidate understanding or clarify how to complete tasks. Teachers will respond on the class stream where any questions about the learning can be posted or by phone call if this is requested.

To maximise their learning, the class teacher will be accessible online through the day to guide the completion of set tasks. Teachers will explain tasks, clarify misconceptions and provide feedback to children. Teachers will not be available on Thursday afternoons (they will be phoning families who have not accessed remote learning) and Friday afternoons (this will be their statutory PPA time).

The school will also provide:

- exercise books to complete written work in
- reading books as needed
- support from the school's speech and language therapist for pupils on the speech and language caseload
- Weekly Action Tutoring access for pupils in Year 5 and 6 who would access the Action Tutoring programme at school

If pupils are unable to access remote learning, the school will provide a two week pack of work to be completed while the school supports the family to access remote learning (e.g. a device / a router).

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?

EYFS:

Pupils are expected to complete a minimum of two activities daily. Photographs of work can be submitted on SeeSaw for teachers to view. Teachers will comment on all work submitted.

Key Stage 1:

Pupils are expected to register and complete all learning tasks set daily. Work should be submitted via SeeSaw. Teachers will provide individual feedback on English and Maths work each day and a mixture of whole class and individual feedback on foundation subjects and RE.

Key Stage 2:

Pupils are expected to register and complete all learning tasks set daily. Work should be submitted via Google Classroom. Teachers will provide individual feedback on English and Maths work each day and a mixture of whole class and individual feedback on foundation subjects and RE. Children should edit and improve work using teacher's feedback.

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

Teachers will keep a log of work being completed by pupils each day.

On Thursday afternoons, teachers / TAs will call parents of pupils who are not engaging in remote learning and will support parents and children to be able to access learning.

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 should expect to receive some individual feedback daily. English, Maths and RE will have individual feedback for pupils, where appropriate, and children in KS2 are expected to use the feedback to edit and improve their work. Foundation subjects will receive a mix of whole class and individual feedback.

Teachers will only provide feedback during school hours of 9am – 3:15pm. Work submitted after 3:15pm will not have feedback until the following day.

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 should differentiate the remote learning provided to ensure that pupils with additional needs are able to access learning tasks from home.

Each week, the Inclusion Lead will phone to speak with the parents of pupils who have an EHCP and are not in school. Any difficulties can be raised during this call and the Inclusion Lead can support parents and liaise with teachers as needed.

The school's Speech and Language Therapist will be available to pupils on the speech and language caseload and will provide personalised activities to support families.

If parents are concerned that pupils are not able to access online learning then please request a phone call with the class teacher and / or Inclusion lead to discuss. You can do this by emailing the school office office@stjohnevangelist.islington.sch.uk

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 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?

Pupils who are self-isolating, while the remainder of the class are still being taught at school, will receive a two week pack of learning (either in paper form or via email). Children should bring this work into school with them when they return.