



## St Paul's CE Primary School

### Remote education provision: information for parents

January 2021

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

Where there is sufficient notice of closure/move to remote education, the school will send children home with a workpack or other learning resources. Where there is insufficient notice, the school will arrange for physical resources to be collected from the school, as soon as is practicably possible.

All children have a Google Classroom account, login and password, which they have been using in school and at home in recent months. Remote education will be delivered, subject to staff illness, by the school's academic staff from day one of a move to remote education. See section below on how that will be delivered.

#### **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?**

The school has pre-prepared an age-appropriate sequence of learning for each year group, in readiness for the closure of a bubble or the closure of the whole school. All aspects of this work are drawn from the National Curriculum, but may not reflect exactly what was taught in the class in the days prior to a closure. As the remote learning extends, staff will plan to align the remote learning with the school's usual plan for the term of closure. Some aspects of work that were 'left hanging' at the point of closure, may be introduced into the remote learning offer or revisited once the school resumes on-site teaching.

#### **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 1 – Years 1 & 2	3 hours in total, with a lower time requirement for younger KS1 pupils
Key Stage 2 – Years 3,4,5 & 6	4 hours in total.

Whilst it is important to establish these time guidelines, we do not want to add an undue burden of stress to families. We recognise that all families are different. Some will have limited access to IT or

learning space, some will have many children all learning at the same time, some parents will be working from home, some parents will find the curriculum content challenging.

We do not want our parents to see these time guidelines as an absolute 'must', it is an ideal, which the school will provide for. Our staff, through the remote education offer and through wider pastoral support, will work with families to support them in accessing the remote learning offer in a way which maximises learning, but reduces anxiety and stress.

The mental health and resilience of all our families is vital at this time. Where families are struggling, we would stress that 'something' is better than 'nothing' and that there are alternative resources that can support, for example the BBC daily set of education programming, which can help to support learning.

## **Accessing remote education**

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

The remote learning offer is provided through the school's Google Classroom account. Each pupil has a username and login, which links them into their virtual classroom with their classmates.

### **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 the autumn term 2020, the school conducted an audit of home IT resources to ascertain the need for digital resources. In line with DfE guidance, we have prioritised pupils to receive Chromebooks and other devices supplied through the DfE's laptop scheme. We are also repurposing resources in school to distribute these to families. All parents have been contacted about this in Autumn 2020 and the families of pupils not accessing learning during the remote offer, are being contacted – see below. If digital resourcing is an issue, these families are being referred to the Inclusion Coordinator, who is overseeing the distribution.

We recognise that remote learning does not serve our youngest pupils as well as it does older children. Our younger children need more tactile learning. The school has provided hard copy workpacks, in line with the remote provision for all families with pupils in Nursery, Reception and Year 1. The school is distributing workpacks to pupils elsewhere in the school, where digital resources are scarce or other factors make accessing remote learning more challenging. The families of pupils not accessing learning during the remote offer, are being contacted – see below. Where appropriate they are being offered a hard copy pack.

Pupils without sufficient IT resources to access the Google Classroom can photograph and email work to their teacher, via the school office email account: [office@stpauls.hounslow.sch.uk](mailto:office@stpauls.hounslow.sch.uk) Where there are no IT resources at all, children can drop their work into the school's remote postbox (on the school gate) for their teacher.

The school has identified families who may need close support and the inclusion coordinator is making regular calls to check in with them. Accessing remote learning effectively is a key element of these calls.

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

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

For every class, the remote learning day starts and ends with a live stream video meeting with a member of the school's academic staff, very often their class teacher. During the sessions, the staff will support pupils pastorally and outline the planning of learning for the day or reflect upon the learning that has been completed that day. These live streams last approximately 20-30 minutes.

Once the live stream is complete, the teacher launches the day's learning over the Google Classroom stream. There are typically four subject areas covered in a day. There is a pre-recorded video on the stream in which the teaching for the lessons is provided by the teachers. These videos are accessible all day and can be rewound and re-watched as necessary. There are also lesson instructions and answer pages included in the stream for pupils to complete their work on and to return it to their teachers over the stream. Pupils will return work in the form that works best for the device they are using. This may be Microsoft office documents, PDFs, Google software or as photographs.

Between 9:30-12:00 and 1:00-3:00, academic staff are available live over the Google text stream to support pupils with their learning. Pupils can ask questions over the stream if they need additional support. The live stream sessions can be used to consolidate areas of learning that have occurred during the day. The school's remote learning offer will evolve as the term progresses. We shall shortly introduce live phonic lessons for N,R & Y1.

The school is distributing Text books in English and Maths for R-Y6 to support remote learning and exercise books to support recording of learning at home.

The school will make use of teaching resources from academic support bodies and commercial education resource suppliers. Currently we are using Times Tables Rockstars, materials from the Hounslow Music Service, Joe Wicks and a variety of maths sites. At times, staff will also use BBC Bitesize and Oak National Academy resources to enhance the learning offer, where video clips and sequences can enhance learning.

## **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 are very conscious that every family is different and each family's circumstances will have an impact on how children can engage with our learning offer. Families will need to balance the requirements of home learning against the resources that they have, the number of siblings in the family, calls on parental time during the school day, such as working from home and other factors. The school will work dynamically with all families to help develop as bespoke an approach as possible for each family. We will support where possible through provision of IT resources, hard copy work packs, calls from staff, contact via the school's pastoral team and support in the school's weekly bulletin.

We would like every child to participate in the daily live stream sessions and to work through the lessons set on Google Classroom. The same lessons are set in the hard copy packs, for families with limited IT facilities. Where families have multiple children, joining the live stream every time may not be possible and in these cases we would recommend that the various children in the family join the streams on different days, so that each of the children has joined the stream a couple of times each week.

We would like families to establish some learning time in their home every school day. This is usually best in the morning, but each family will find what works best for them. Trying to establish normal school routines, such as earlier bedtimes, getting up on time and having meals at the same time as a normal school day should help with this and are generally recommended.

We would like the children to work through the work that they have been set to the best of their abilities. Parents should support as much as they are able to, but must not feel guilty if they struggle either with the curriculum content or the time commitment needed. Parents who are working from home may struggle with the time commitment. They can offer some educational support to their children at the end of their working day by reviewing what their child has done and especially through reading regularly with/to their child or watching and discussing a BBC education programme with their child.

We recognise that many of our children, particularly the very youngest, will not be able to work independently on home learning for lengthy periods of time.

There is support for children to access help during the school day, through re-watching of the teacher prepared videos, submitting questions to the school staff through the text stream and through questions on the live stream meetings.

Staff will monitor engagement and contact families to identify any barriers, providing bespoke advice and support.

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

Staff will monitor engagement with the remote learning, noting children who are not participating on the Google Classroom stream, not submitting work and with no contact with the school office.

The school has setup a process for collating this information at least weekly. The Deputy Headteacher and Inclusion Coordinator collate this information, identifying families who may be working off line or attending in-school provision.

Where there is no contact or engagement, class teachers are contacting parents directly via telephone. In this contact, teachers will identify any barriers to engagement, familiarise parents with the remote learning offer and offer advice. Where contact has not been achieved through these calls, the school office will attempt to contact families via telephone, email and text message. Where, despite the school's best efforts, contact cannot be established, the school will work with the Education Welfare department and other external agencies to ensure contact has been made and that the family is safe, with the aim of engaging children with the remote learning offer.

In addition, the school has developed a vulnerability support process through which the Inclusion Coordinator makes regular contact with families who face greater challenge in accessing the remote learning offer.

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

Academic staff will mark and return work submitted over the Google Classroom in much the same way as they do in school.

Feedback is shared in a number of ways:

- Private comments, direct through Google Classroom to the pupil, regarding specific work.
- Teacher input over the general class stream.

- Teacher input via the live stream.

## **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:

Lessons delivered on the Google Classroom are differentiated to meet the varying academic needs of pupils in a class. As a result, they are suitable for the majority of children in every class. Children with profound SEN needs, those with EHCPs, are eligible for a place in the school's vulnerable provision and their in-school provision is being provided in-school. For children with high SEN needs, but without an EHCP, the class teacher and inclusion coordinator are working in partnership to provide more bespoke support and differentiation. For many of these pupils this includes the provision of adapted/specific workpacks.

All lessons have a parallel printed hard copy pack. This is distributed to all N,R,Y1 families, in recognition of the need for more tactile resources for younger children. There is limited distribution of work packs to other year groups, where the need is identified.

In N,R,Y1, school staff will provide a live, daily phonics session across the Google Classroom.

### **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?**

When the Department for Education permits schools to teach the vast majority of pupils on site, rather than remotely, the remote learning offer will alter. Where a child is isolating but the rest of the class are in school, we will use our ad-hoc remote learning offer. This is because teachers will be working in school and will not be in a position to deliver the remote learning offer as set out above.

The ad-hoc remote learning offer is provided through Google Classroom. Where families lack IT resources, we will seek to provide a device, rather than preparing a work pack. The ad-hoc remote learning offer uses age-appropriate lessons from the Oak Academy. These lessons are delivered by a qualified teacher, although not a teacher from our school. They provide carefully structured teaching and learning sequences. Children should work through these lessons at their own pace during the school day and submit their work to their class teacher over the Google stream.

The text-based stream will not be monitored during the school day, but teachers will check and respond to the queries over the stream over time.

Teachers will mark and respond to work submitted over the Google Classroom.