



**ST JOHN'S CE**  
PRIMARY SCHOOL

**Remote education  
provision:  
Information for Parents**

## **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 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?**

Children will already have their weekly work set on the Google Classroom. They will know their log-in. Children have also brought home workbooks for emergency provision should devices not be readily available at home.

### **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?**

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

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- 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 some practical subjects such as PE and Art may have to be altered to suit 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:

Key Stage 1	3
Key Stage 2	4

## Accessing remote education

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

The vast majority of home learning will be accessed through Google Classroom. Links to other areas of learning (White Rose, Big Maths etc.) can be found within your child's classroom area on 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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

In the first instance we will offer physical packs of work whilst trying to source other devices. These devices may be existing school ones or from the DFE once they are available to order.

For those without Wi-Fi we have a limited amount of SIM cards offering data.

For those families still struggling to access devices we will attempt to accommodate in school without compromising our Risk Assessment

## How will my child be taught remotely?

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

- live registration/catch up sessions (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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an 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 would expect children to engage in all remote lessons. If there are any issues then the class teacher in the first instance is there to support you.

## **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:

- Communication between school and home is well established and should there be signs of little engagement then your class teacher will be in touch through class dojo. This may be followed up with a weekly call from a member of our Senior 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:

In this section, please set out briefly:

- Feedback will be via Google Classroom on a regular daily basis. All class teachers will be available to give feedback and provide extra support where necessary

## **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:

In this section, please set out briefly:

- Our specialist staff will be on hand to provide support for these families. Differentiated appropriate work will be available on their section of Google Classroom. This has already been trialed successfully with some families.

## **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?**

Should your child be well enough to access the work then the approach will be no different to what has been outlined above, even if the rest of the class is in school.