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.

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 initial live lesson with your child's class teacher will be to discuss the outline for the rest of the week. This will act as a chance for pupils to see their teacher and ask any questions. Teachers will then upload any tasks or work to be carried out over Google Classroom for the rest of the day and into the next morning.

Children will be sent home with a white board, white board pens, pencils etc. as well as an exercise book to carry out any work that cannot be carried out on a device.

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 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, subjects like Science, PE, Music, Art or Design and Technology (where specific resources or equipment are needed) will be adapted accordingly, with the intention that when pupils return to school they will be able to use the resources within these subjects.

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	At least 3 hours a day on average across the cohort, with less for younger children
Key Stage 1	At least 3 hours a day on average across the cohort
Key Stage 2:	At least 4 hours a day on average across the cohort

Time of Live Lesson	Year Group	Lesson
8:45 - 9:00	Nursery	English or Maths
9:00 – 9:30	Year 1	English or Maths
9:30 – 10:00	Year 2	English or Maths
10:00 – 10:30	Year 3	English or Maths
10:30 – 11:00	Year 4	English or Maths
11:00 – 11:30	Year 5	English or Maths
11:30 – 12:00	Year 6 & Reception	English or Maths
12:00 – 12:30	Year 1	Maths of English
12:30 – 1:00	Year 2	Maths of English
1:00 – 1:30	Year 3	Maths of English
1:30 – 2:00	Year 4	Maths of English
2:00 – 2:30	Year 5	Maths of English
2:30 – 3:00	Year 6 & Reception	Maths of English
3:00 – 3:15	Nursery	Maths of English

*We have set the following times for the live lessons so that any households that need to share devices will limit the chances of siblings having to miss a live lesson.

An example timetable for the day is set below:

Nursery/Reception

Google Classroom Teaching Timetable - EYFS

	9.00am – 9.15am	9.15am-9.30am	9.30am-10.00am	10.00am-10.30am	Break	10.45am – 11.45am	Lunch	12.30pm-1pm	1pm-1.30pm	1.30pm – 2.30pm	2.30pm – 3.15pm
Monday	Collective Worship	Name /Sentence Writing	MATHS LIVE	Maths Follow up activity		Understanding of the World		ENGLISH/PHONICS LIVE	English Follow up activity	PE	Story time/Home reading
Tuesday	Collective Worship	Name/ Sentence Writing	MATHS LIVE	Maths Follow up activity		Expressive Arts		ENGLISH/PHONICS LIVE	English Follow up activity	PE	Story time/Home reading
Wednesday	Collective Worship	Name/ Sentence Writing	MATHS LIVE	Maths Follow up activity		RE		ENGLISH/PHONICS LIVE	English Follow up activity	Supported Play	Story time/Home reading
Thursday	Collective Worship	Name/ Sentence Writing	MATHS LIVE	Maths Follow up activity		RE		ENGLISH/PHONICS LIVE	English Follow up activity	Supported Play	Story time/Home reading
Friday	Collective Worship	Name/ Sentence Writing	MATHS LIVE	Maths Follow up activity		Supported Play		ENGLISH LIVE	English Follow up activity	Supported Play	Story time/Home reading

Key Stage 1 and Key Stage 2

Google Classroom Teaching Timetable

	9.00am – 9.15am	9.15am-9.30am	9.30am-10.00am	10.00am-10.30am	Break	10.45am – 11.45am	Lunch	12.30pm-1pm	1pm-1.30pm	1.30pm – 2.30pm	2.30pm – 3.15pm
Monday	Collective Worship	Guided Reading – comprehension task	MATHS LIVE	Maths Follow up activity / Once completed – Times Table Rockstars		History/Geography		ENGLISH LIVE	English Follow up activity / Once completed – Phonics video/task	Science	Science
Tuesday	Collective Worship	Guided Reading – comprehension task	MATHS LIVE	Maths Follow up activity / Once completed – Times Table Rockstars		Mad Minutes / Spellings		ENGLISH LIVE	English Follow up activity / Once completed – Phonics video/task	RE	PE
Wednesday	Collective Worship	Guided Reading – comprehension task	MATHS LIVE	Maths Follow up activity / Once completed – Times Table Rockstars		French (KS1 set a phonics task)		ENGLISH LIVE	English Follow up activity / Once completed – Phonics video/task	RE	PE
Thursday	Collective Worship	Guided Reading – comprehension task	MATHS LIVE	Maths Follow up activity / Once completed – Times Table Rockstars		Computing		ENGLISH LIVE	English Follow up activity / Once completed – Phonics video/task	RE	PE
Friday	Collective Worship	Guided Reading – comprehension task	MATHS LIVE	Maths Follow up activity / Once completed – Times Table Rockstars		Art		ENGLISH LIVE	English Follow up activity / Once completed – Phonics video/task	Music	Handwriting

*Please note that these times are subject to change in accordance with the live lesson timings.

Accessing remote education

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

As a school, we are using Google Classroom. Children have all been given log in credentials in order to access this.

The pupils have also had lessons in school to familairise themselves with the platform and ask their teachers any questions.

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:

As a school we have a limited number of devices to support parents who do not have devices. Once devices have been provided to school we will assess each request and prioritise families based on their level of need – this could be in a variety of means – however we will take each case and look carefully into it working closely with families.

School has a limited number of dongles and sim cards to allow internet connection. Once again these are distributed depending on the level of need.

For parents whom we cannot provide any device or internet access for, we will provide printed resources – albeit these recourses will be a week behind and wont mirror the current week's live lessons, but will be able to be used alongside the uploads from the previous week.

If pupils and families don't have internet access, parents can drop off work once a week to the school office for these to be forwarded to the class teacher for feedback purposes.

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 through Google Classroom (online lessons) and tasks set to mirror the school's curriculum aims
>
> - recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
>
> - commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

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?

> - pupils' engagement with remote education should be encouraged, and pupils should be reminded to treat 'home learning' like a 'school day' and behave in such a manner that would be expected in school.
> - parental support – where possible – is also encouraged, for example, setting routines to support your child's education, being available to support the learning process

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

> - pupils' engagement with remote education will be checked daily via the live online lessons, pupils turning their work in.
> - when engagement is a concern, we will inform parents and carers via telephone communication to assess why engagement is limited and what we can do to help support this.

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:

- the methods that teachers will use to assess and feed back on pupils' work will be mainly via Google Classroom when children turn their work in. Teachers will then comment on the work for the pupils to then see.

- the feedback will be daily via comments and 'live' verbal feedback when teachers meet with the pupils.

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:

- For pupils with an EHCP, the SENCO will provide printed resources linked to the child's personal learning targets from their plan/IEP. The SENCO will also regularly phone the parents to see how the child is progressing with these resources and how online learning is going, and provide any additional support is needed. If necessary, the child may be encouraged to attend school with the key worker pupils.

- For SEN pupils in Nursery and Reception, they will still receive online learning and teachers will be regularly online to support – however this may be tailored even further to meet the needs of the children.

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?

Learning carried out in class will be posted online for self-isolating pupils to access. The teacher will try to organise opportunities for drop in 'live sessions' so the child can ask any questions, however they may be limited.

A device will be offered if necessary, again this will be based on the level of need, and each care is different.

If paper copy needed it would be a week behind the current learning.

Here at St Peter's we would like to thank all families for their continued support with the remote learning we offer.