



St. Peter's Church of England

Remote Education Information to Parents

One Family, Aiming High, Learning Together with God

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?

To begin with, parents will need to visit our Google Classroom tab on the website. This is under the heading children. From here, they will need to add the classroom codes for each of their children's classes. This will mean if your child is in Year 3, they will need to join the Year 3 Google Classroom.

Once they are subscribed, the children will start to access the work. There will be a morning check in and afternoon check in in which teachers will take registers for attendance. This will be for teachers to meet with their class for checks on learning but also safeguarding.

Further to this, there will be a live element or pre-recorded input from your child's teacher for guided reading, English and maths. This also applies to phonics, if appropriate.

Afternoon subjects will be delivered via a range of premade resources for example Oak academy or another learning provider. A daily PE session will be provided after your child's last check in.

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:

At St. Peter's, we are fortunate enough to have such expertise that we are still able to offer a full, broad and balanced curriculum. This is the same as it would have been in school.

We continue to offer TAs intervention group, EHCP sessions, speech and language sessions, counselling and art therapy.

Remote learning is seen as a fantastic opportunity to continue to develop our children offsite. This will continue to evolve with parental input.

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	<p>We provide 1 and ½ hours of live teaching or pre recording a day.</p> <p>We also provide bookable 1-1 sessions with the teacher.</p> <p>The rest of the schooling day is provided through Oak Academy resources etc.</p>
Key Stage 2	<p>2 hours a day of live/pre recorded learning. We use the rest of the school day for 1-1 sessions and small group work.</p> <p>Oak Academy etc is used to support afternoon learning.</p>

One Family, Aiming High, Learning Together with God

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Google Classroom

White Rose

Oak Academy

Ruth Miskin

Read Write Ink

Hamilton

Twinkl

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:

We provide printed packs and workbooks for children that do not have remote learning access. We also will phone and check in with the families to identify any additional needs. We will then collect work and have this marked for feedback reasons.

We also offer school places to families that have limited access.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

- live teaching (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)
- 1-1 time with the class teacher or TA
- Support from school paid for tutors
- Art therapy sessions
- Counselling

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:

- expectations for pupils' engagement with remote education

At St. Peter's, we are conscious that some families have limited or no devices. As such, we have provided what we can to support learning at home. We provide a flexible timetable in which guided reading, English and maths lessons are mandatory whereas afternoon lessons are more flexible. This means we do not put deadlines on our afternoon subjects so children can complete the work at a time convenient to the family.

Children are expected to complete their work to a standard which is in line with school norms. Children complete their work either independently or with the aid of their family members (age or pitch dependent). If children do not attend their lives or not complete their work for multiple days, we will make contact to see why this is. If needs be, we will put in additional support for example 1-1 reading with vulnerable children.

- expectations of parental support, for example, setting routines to support your child's education

We have provided a timetable that clearly outlines learning arrangements and access. We check in with parents that we know would find this complex. We text our parents to changes in routines and if staff are off sick, we attempt to cover this internally. Parents can email teachers or use the Google classroom to send messages so that they can be supported with additional work etc.

We also hold termly parent forum meetings and this has been well received.

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:

- how, and how often, you will check pupils' engagement with remote education

we take daily registers for children that attend the live check ins. We also track attendance during live lessons and turned in work on Google classroom. We have a whole school digital register which is regularly completed. We also have weekly staff inset with safeguarding as a rolling agenda and staff highlight lack of engagement. If there are gaps in completed work or limited engagement, this is reported to the SLT. We then make immediate contact to identify reasons why. For families that do not engage, we will visit the home to complete a safeguarding welfare check. Schools places are offered. If this continues to not improve, then referrals are made to the attendance team and/or the safeguarding team.

- what action you take where engagement is a concern, including how you will inform parents and carers

We will initially text via school comms. We will then ring. If this persists, we will then visit the home. When we visit the home, we leave a letter detailing this. Also, all visits are logged on our internal safeguarding system- CPOMS. If this continues and there is no improvement, referrals to services are made.

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:

- the methods you will use to assess and feedback on pupils' work

we use turn it in with Google classroom for completed work. Also, to further supplement this, parents can screenshot or take photos of work and email it to the class teachers. Teachers are live for GR, English and maths lessons delivering on the spot feedback and chances for development. Further to this, we have extension tasks for children to push on those that grasp the learning. We document all feedback and support. At the end of each day, we also have a second check in in which staff members complete whole class feedback on learning and recap learning for Foundation subjects.

- how often pupils will receive feedback on their work

For the core subjects, daily. We use the afternoon sessions, which are covered with Oak academy to mark etc.

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:

- how you work with families to deliver remote education for pupils with SEND

In the initial, we differentiate our remote learning so that the pitch is appropriate. However, this might not be appropriate to all. As such, teachers come onto site one afternoon a week so that they are able to complete SEND pack that's are printed and then stored ready for collection. This might be reasonable adjustment materials or completely differentiated work.

We are also offering all our interventions remotely with SALT and Welcomme support. We have remote nurture lessons from TAs, 1-1 reading and spelling tasks. We provide additional maths support with targeted group work.

- if you teach primary school-aged pupils, how you work with families to deliver remote education for younger pupils, for example those in reception and year 1

We use a blend of Google Classroom and Tapestry to deliver a play based provision. We also use a range of engaging materials to teach phonics.

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?

In this section, please set out briefly the main differences between the approaches you have described in the rest of this template and those you will take to ensure individual pupils self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback.

For those children that are self-isolating, we would establish a home link for google meets. This means that a laptop would be set up in class so lessons continue to be live for the children. The class teacher would then upload the same work that classmates would be completing for the children. This will ensure that the children are not slowing or do not receive the same work.