

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?

Work from the remainder of the day will also be sent home. Work for the following days will be uploaded on Google Classroom/Tapestry. Work may also include sending pupils home with workbooks to complete independently.

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

Teachers will set work appropriate to the age/stage of the child, in line with our curriculum. It will be closely mirror what your child would be completing in 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:

Primary school-aged pupils	<ul style="list-style-type: none"> • 3 hours a day, (up to Key Stage 1) on average that will be broken into subjects and activities. Not all outcomes will need to be recorded but there will be an expectation that identified work (by class teacher) is returned. • 4 hours a day for KS2.
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Accessing remote education

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

At St Margaret's we use Google Classrooms for remote learning for Year 1, 2, 3, 4, 5 and 6. Nursery and Reception set the remote learning on Tapestry. Information regarding accessing the online platform has been sent out previously, it is on the school website and is also attached to this document. We also direct children to engage in online platforms such as TTRS, Mathletics, Collins e books and Charanga.

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:

School has a limited number of devices they can issue to children who do not have access to any suitable device. Parents are asked to contact school to discuss this.

Info@hasbuury.dudley.sch.uk

School can provide mobile data in the form of a SIM card for any families without internet access.

Workbooks are provided for children as well as online materials

How will my child be taught remotely?

Remote teaching approaches are determined in a case by case basis.

An individual (and their sibling) is absent because they are awaiting test results and the household is required to self-isolate.

An individual is self-isolating because of a positive case within the household.

A group of children are self-isolating because of a case in the bubble

A whole bubble (cohort) is self-isolating because of an outbreak of Covid

Whole school closure for national lockdown

The way in which we teach remotely is dependent on the capacity of the school and availability of staff.

Google Classroom/Tapestry will always be used as a platform for teachers and children to interact) dialogue, live registration, live lessons, posting work, providing feedback. When children log on, they will see a snap shop view of the work set, teacher's announcements.

Video lessons

Where possible, video lessons will be provided through a number of different providers either in school or online including, but not exclusive to, Oak Academy White Rose Maths, Purple Mash.

Learning will be a mixture of resources suitable for each particular lessons. The reason for have chosen for a number of reasons such as: they are inline with our teaching approach, they deliver the Programme of Study, we subscribe to them for additional support, may be linked to a workbook we have sent home.

- Class teachers will be taking the register live at 9.00am in order to start the days learning off,
- We have adopted a blended learning approach where there will be a mix of live lessons, recorded lessons and voice over videos/slide shows,
- **Maths** –A combination of videos, voice over and PowerPoints. Children will be sent home with an exercise book,
- **English** –Live lesson, video with voice over,
- **Phonics** – video sharing the correct annunciation of the focused sound,
- **Curriculum** – PowerPoint, videos, films clips. A subject per day will be provided. Science day one, Art day two, etc over a two week. Timetable.
- **Collective Worship** – video. x1 per week

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?

It is expected that children engage with remote education and complete the work set. Parents/Carers have an important role to play in their child's education, and home learning is an essential part of this process. We ask parents/ carers to encourage their child to complete the home learning tasks that are set.

There is an expectation that children attend the daily register and live sessions. We appreciate that with working parents' shift patterns this isn't always possible and therefore live lessons will be recorded to ensure that no child is disadvantaged.

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

All teachers will be checking children's engagement daily. Teachers and Senior Leaders are able to identify which children are not engaging/completing work. Children are accountable for the completion of their own work. Class teacher/SLT will contact parents if their child isn't completing their school

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:

During live lessons instant feedback will be provided by the class teacher and sometimes work will be marked with the children. Teachers will communicate which work is expected to be handed in and what will be commented on. Teachers will continue to make use of formative assessment throughout the academic year, e.g., quizzes to ensure teaching is responsive to children's needs and addresses any critical gaps in children's knowledge.

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:

- Remote learning, that is differentiated and matched to the individual needs of children with SEND, will be placed daily on Google Classrooms (Y1-6) and on Tapestry for Nursery and Reception.
- Class teachers will keep the SENCo and Inclusion Manager informed of any comments from parents about difficulties that individuals are experiencing.
- The SENCo and Inclusion Manager will make contact with children experiencing difficulties or who are not engaging in the work on a weekly basis.
- Where appropriate, individual resources and task packs will be provided to families.
- LSAs and teachers will communicate with children during lessons to ensure they are able to access work. TAs will continue to deliver 1-1 interventions
- Regular communication with parents and children will enable us to continue to do our best. Communication is key to enable us to respond to individual needs and difficulties that children and families may be experiencing.
- Support from outside agencies will be available to support children and their families where necessary.

Remote education for self-isolating pupils

Where individual children need to self-isolate, but the majority of their peer group remains in school, work will differ slightly from the approach for whole class closure. This is due to the challenges of teaching children 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?](#)

Circumstance	Learning
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<p>Your child (and their siblings) is absent because they are awaiting test results/the household is required to self-isolate.</p> <p>The rest of the school bubble are attending school and being taught as normal</p>	<p>All work will be uploaded onto Google Classroom.</p> <p>Maths – White Rose will be uploaded onto Google Classrooms. This might be a combination of videos and PowerPoints used in the classroom. Children will be sent home with an exercise book.</p> <p>English – reading (eBooks and activities), spelling, grammar, vocabulary.</p> <p>Phonics – work set will be on the sounds your child will be missing.</p> <p>Curriculum – follow the lessons being covered in class or Oak Academy units of work will be given. A subject per day will be provided. Science day one, History day two, etc.</p> <p>Collective Worship x1 per week</p> <p>Picture News x 1 per week</p>
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<p>My child's whole bubble is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid.</p> <p>We enter another 'lockdown' with school closure.</p>	<p>All work will be uploaded onto Google Classroom. Class teachers will be taking the register live at 9.00am in order to start your child's learning day off.</p> <p>Maths – White Rose will be uploaded onto Google Classrooms. This might be a combination of videos and PowerPoints. Children will be sent home with an exercise book.</p> <p>English – PowerPoint with voice over or live lesson, if it is a live lesson with the class teacher your child will receive an invite on Google Classrooms. Reading (eBooks and activities), spelling, grammar, vocabulary will also be uploaded.</p> <p>Phonics – work set will be on the sounds your child will be missing.</p> <p>Curriculum – follow the sequence of lesson as if children were in school or Oak Academy units of work will be given. A subject per day will be provided. Science day one, History day two, etc.</p> <p>Collective Worship x1 per week</p> <p>Picture News x 1 per week</p>
<p>EYFS</p>	<p>Daily Phonics letters and sounds session, Maths white rose home learning lesson, Literacy activity, Physical Education activity, Expressive Art and Design, Understanding the World - every other day. Staff do their own videos to ensure activities are explained and can be accessed by everyone. Reception- big cat online books and have a story time each day.</p>

There is an expectation that children engage with the learning on a daily basis. If you have any difficulties, please contact the school office.