# C:\Users\NTaylor-bashford\swhite\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\KWAB102G\Logos\StJosephs-Master-Logo.gifRemote education provision at St Joseph’s 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?

Children have ongoing access to IXL (FSU-YR6), Times Tables Rock Stars (Yr 1-6) and Accelerated Reader (Yr 2-6) as well as having their home reading book. Children should use these on the first day of isolation whilst the teacher arranges for remote learning, linked to class learning to be set up.

### 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:

* We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, at times we need to make some adaptations in some subjects. For example, some areas of the curriculum such as Forest School and music will not work in the same way online.

## 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 3-4 hours each day.

## Accessing remote education

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

All home learning for children from Year 1-6 will be sent home over Google Classroom.

All home learning for children in FSU will be sent home over Tapestry.

Some of the home learning will also include access to IXL (FSU-YR6), Times Tables Rock Stars (Yr 1-6) and Accelerated Reader (Yr 2-6).

If you or your child has any problems accessing these sites please contact the class teacher through Google Classroom.

If you or your child has problems accessing Google Classroom please contact the class teacher through [admin@stjo.uk](mailto:admin@stjo.uk)

### 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:

* We have a few laptops and Chrome books which we can lend out to support home learning. Please contact Mrs Taylor-Bashford at [admin@stjo.uk](mailto:admin@stjo.uk) if you feel this would be helpful to support your child to access online learning.
* If children and families cannot access materials online and would prefer printed materials please let the class teacher know through Google Classroom or contact them through [admin@stjo.uk](mailto:admin@stjo.uk) or by phoning the school office 01395 264875. We can arrange to deliver or post printed materials if they cannot be collected form the school. Work that needs to be submitted can be photographed and emailed by phone or dropped back into school or posted.

### How will my child be taught remotely?

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

* Regularly used - Powerpoints/slides created by the class teacher
* Often used to complement ppt and slides - Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
* If online access if not possible, printed paper packs can be produced by teachers (e.g. workbooks, worksheets)
* Occasionally - Pre-recorded sessions or live online sessions
* Reading books pupils have at home
* Often used - Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
* Rarely we may use long-term project work and/or internet research activities

## 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 expect all children, whenever possible to engage fully with their remote education
* We expect parents to support their children in completing their remote learning and recognise it as an ongoing part of their education and vital to ensure their child does not fall behind.
* To get the most out of the home learning good daily routines (including set breaks) are required. Work should be submitted as requested so teachers can provide feedback and support.
* Parents/children should ask for help as soon as there are any issues e.g. forgetting a login.
* For older children they may not need an adult sat next to them to complete the remote learning but they will need an adult’s support. This may be through encouragement and setting good daily routines.

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

* Children will be asked to submit work which the teachers will mark and monitor and provide feedback for.
* Where engagement is a concern class teachers will contact the child/parent initially through Google Classroom. If engagement remains a concern the class teacher will phone home. If remote learning is still not engaged with Mrs Taylor-Bashford will make contact with the family.

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

Our approach to feeding back on pupil work is as follows:

* 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 effective methods, amongst many others.
* Reading, writing and maths work, all completed work submitted by 1pm will have a teacher response by 2pm the next day.
* For all other curriculum tasks submitted by 3.30pm, teachers will comment by the end of the week.

## 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:

* We will ensure we still provide remote learning which meets the targets on the child’s Support Plan or EHCP.
* Just as work is differentiated in every lesson in school, remote learning will also be differentiated to meet the needs of the individual children.
* We recognise where children are in FSU and Year 1 or may have SEND needs they may need more support with remote education. Remote education should not put undue stress on the child or family. If parents are finding remote education very difficult to manage or support they should contact the class teacher through Google Classroom or [admin@stjo.uk](mailto:admin@stjo.uk). The class teacher will then work with the family to support their individual needs.
* **1:1 support** if a child receives 1:1 support and they are isolating, a more bespoke programme of support will be set up. This may include phone calls / video chats with the child’s 1:1 support. The child will usually be expected to still complete their individualised learning set on 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?

Where a child is not in school because they are self-isolating but the rest of the class is in school. Remote learning will still be delivered:

* **Maths lessons** uploaded to Google Classroom, following on/mirroring the maths being covered in the classroom at that time. This may be a combination of white rose maths videos (the scheme used in school), the screens shared in the classroom and resources/worksheets used in the classroom. Answers will be provided for self-marking at home or will be submitted to the teacher.
* **Reading and Writing tasks for KS2** uploaded to Google Classroom following the sequence of learning happening in the classroom. The quantity will be dependent on age/stage of your child. Some/all of these will be ‘handed in’ to your child’s class teacher on Google Classroom for marking and/or feedback.
* **RWI sessions/tasks for KS1** to work on the phonics/sounds your child will be missing
* **Topic task(s)** following the lessons being covered in class that week. This may be the slides from the lesson being uploaded onto Google Classroom along with resources / worksheets (if appropriate e.g. if the resources required for the lessons are already at home). If the lessons being taught in class are not able to be delivered remotely (e.g. if it requires additional resources such as art resources e.g. clay or pastels, or geography resources e.g. maps and atlases) then alternative ‘topic’ learning will be set on google classroom which may make use of the ‘Oak Academy’ lessons.

As with all the needs of the children at any time, if a parent or carer has any concerns they should contact the class teacher straight away.

Class teachers and/or Mrs Taylor-Bashford can be contacted at:

[admin@stjo.uk](mailto:admin@stjo.uk)

01395 264875