

REMOTE LEARNING

St Bartholomew's Primary School

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This version supersedes all previous versions of this document.

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 in all year groups have access to Google Classroom through their LGFL accounts. During the first two days of remote education, parents/carers will be reminded of these log-in details through a message on Class Dojo. Children always have access to Busy Things (through LGFL platform) and Numberbots/Times Table Rockstars and these can be used during initial days of remote education. By the second day, all year groups will have been sent a home learning grid for the week including an overview of timings for sessions in key subjects and links to activities that can be completed independently 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?

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, music and art will be delivered by providing access to year group appropriate online content rather than delivered through a live taught session (this might include lessons/materials recorded by school staff).

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:

Reception	2 hours live teaching through Google Classroom. 2 hours of follow up activities with an adult at home (where possible)
Key Stage 1	3 hours live teaching through Google Classroom. 2 hours of independent learning using resources provided by school.
Key Stage 2	3 hours live teaching through Google Classroom. 3 hours of independent learning using resources provided by school.

Accessing remote education

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

We use Google Classroom as our main point of access for remote education. This is how children will access live teaching (using their LGFL log-in details).

Additional resources and information will be shared through the Class Dojo communication platform.

Children will continue to have access to Busy Things, Bug Club, Numbots/Timestable Rockstars.

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 Laptops available for children to borrow for use at home – please let us know, through Class Dojo or a call to the school office, on the first day of remote learning if your child will need this
- We can provide ‘dongles’ to give wireless internet at home for those that need it - please let us know, through Class Dojo or a call to the school office, on the first day of remote learning if your child will need this
- Please contact the school office by phone or through Class Dojo if you require printed copies of work set online. This can then be returned to the school office on Wednesdays and Fridays for marking by a teacher.

How will my child be taught remotely?

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

- live teaching (online lessons) through Google Classroom (aiming for 2 to 3 hours a day depending on year group)
- 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 (e.g. reading books sent home from school)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC Bitesize

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?

- Class Teachers will take a register twice a day (as we would in school) to monitor participation in online sessions. Members of the leadership and pastoral team will contact parents/carers to offer support if sessions are not regularly attended
- Children are expected to actively engage in online sessions and to have the necessary resources to hand before the session begins (e.g. paper and pencil)
- Depending on their year group, children will be asked to either submit learning to Google Classroom or to record learning in exercise books provided by the school
- For project work children may be asked to submit a photograph of what they have done/completed

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

- Children's engagement during taught sessions will be monitored and feedback given to parents/carers as appropriate through messages on Class Dojo (as staff would for behavior during the usual school day)
- Class teachers will monitor work uploaded to Google Classroom and Class Dojo each day and feedback any concerns accordingly

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:

- Children will receive verbal feedback in the moment during online sessions
- Feedback will be given, as appropriate, to work submitted through Google Classroom

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 offer individual and small group online sessions to provide interventions and pastoral support for children with SEND/SEMH.

We will shorten the length and frequency of online sessions to meet the specific needs of different age groups.

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?

Wherever possible, in this situation we will arrange daily online sessions with a member of staff (but this might not be the child's class teacher). We will also set work using our online platform.