



# Remote education provision at Saint James Primary School

## Information for parents

This information is intended to provide clarity and transparency to parents about what to expect from remote education at Saint James Primary School, when national or local restrictions require the entire school or individual class bubbles to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

## The remote curriculum: what is taught to pupils at home

Your child'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. However, wherever possible, staff have tried to prepare units of work in anticipation of this happening and therefore, in most cases, the provision for remote learning should be of a high standard from the outset.

## What should my child expect from immediate remote education in the first day or two of pupils being sent home?

In the immediate aftermath of a class bubble, or the whole school, being closed, children will have remote learning tasks posted on Seesaw (Tapestry in Year R). We have made the decision to use Seesaw for posting weekly homework tasks outside of any lockdown or bubble closure, so children retain familiarity with this platform. This will also be the forum where class teachers inform your child of what they should expect during their learning journeys, post an overview of these journeys and consequently post any daily lessons. Parents can also use this forum, via their parent login, to communicate with the class teacher (they may also email them directly to their school email address).

If you have no capacity to access Seesaw at home, please make your child's teacher aware. We strongly encourage you to try and access the learning via Seesaw, as there will often be videos and additional links that support the learning.

## 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?

From the outset, and certainly within a couple of days of remote learning commencing, your child's home learning provision will be based on the curriculum and learning objectives that they would be following in school. However, it is sometimes appropriate to make adaptations

to this planning to make it suitable for working remotely. For example, this may be because of the practical nature of tasks and need for specific equipment, or the need for a whole class text in English or Guided Reading.

In many cases, because your child's remote learning provision will be planned as a learning 'journey', tasks will be reliant on prior learning from a previous day. Through posting learning overviews at the beginning of each unit of work, children will have insight into the purpose of their learning and what it is building towards. This is also in line with their experience of learning in school.

### **How long can I expect work set by the school to take my child each day?**

We expect that remote education (including watching remote teaching video inputs and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1: Your child should expect to receive equivalent to approximately three hours of remote learning each day.

Key Stage 2: Your child should expect to receive equivalent to approximately four hours of remote learning each day.

If it is taking your child significantly longer than this to complete the daily tasks, or if they are unable to access the majority of their learning without significant support, please contact your child's class teacher.

## **Accessing remote education**

### **How will my child access any online remote education?**

All remote learning tasks will be provided via the Seesaw learning platform (with the exception of Year R, whose remote learning provision is given through Tapestry). We have endeavored to ensure that all children have an Seesaw account set up and can access this at home. However, we are aware of a number of families who are unable to do this and have tried to accommodate this. Please ensure you contact your child's class teacher promptly, if they are not able to access their remote learning.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

At Saint James Primary School, we believe that no child should be at a greater disadvantage to others, if they do not have suitable online access at home. If this is the case, it is of

paramount importance that you contact the school, via your child's class teacher, so we can best support your child.

Different provisions may be put in place by the school depending on individual circumstances, however in every case this should ensure greater access to remote learning, either in a digital or non-digital format. Measures that the school may take could include; issuing or lending laptops or tablets where appropriate, providing printed materials for those who have no online access, or inviting children into school to learn in a reduced-size class. It is at the discretion of Saint James Primary School as to what additional provision is offered and provided.

## **How will my child be taught remotely?**

Recent OFSTED guidance stresses that providing a high-quality curriculum via remote learning is more important than the medium through which it is delivered. At Saint James Primary School, we use a combination of approaches to teach pupils remotely.

We have made the decision not to provide 'live' teaching, as recent research has revealed this is not always the best option. Evidence suggests that concentration online is shorter than the length of a typical lesson, therefore 'live' teaching may be ineffective at primary school. If learning is not delivered through 'live' provision it enables children to plan their day of learning (this may be dictated by having to share laptops and IT devices) and work at their own pace. However, your child's teacher will endeavor to have regular online meetings with small groups of pupils at a time, to keep in touch and support pastorally.

Although choosing not to provide 'live' teaching we recognise the benefit that can be taken through seeing concepts and ideas modelled and explained. Therefore, we will be using a combination of externally created videos from respected sources (for example, White Rose for Maths) and recordings by staff working in your child's year group.

The majority of tasks will be posted daily, via Seesaw, and may often have an accompanying video clip to support the learning. Your child may also be directed to further websites and resources to extend and consolidate their understanding. Any accompanying resources, or links to online resources to support the learning, will also be provided through this forum.

## **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?**

Many of the staff at Saint James Primary School are parents and are very aware of the

pressures and stresses that can result as a consequence of remote learning. We recognise that parents may well be juggling their own work with home-schooling, to the extent that they may be sharing IT provision with their children or leaving them to work, for the most part, independently.

Earlier in this document we have given guidance to the amount of time that should be allocated to remote learning. As the subjects remain consistent each day, you may find it useful to create a timetable with your child that gives them a structure similar to the school day. We have found that this proves to be effective, as the regular routine can help with engagement. As many parents may have constraints to their day (for example, they need to use a shared laptop at a specific time) timetabling can ensure that children are clear of their expectations during the day and how and when they can complete their work.

We have tried to ensure that the remote learning tasks provided are accessible to most children with minimal support. Obviously this is more difficult in Key Stage 1, although there is still an expectation that most children will be able to complete their learning with nominal supervision after an explanation of the task. Through recording teacher inputs, including explanations and modelling, we have tried to reduce the reliance on parents to introduce and support learning.

Research has shown that children are able to show sustained concentration for less time, when learning remotely. By reducing the amount of distractions in the room, such as television and gaming devices, it will help improve your child's engagement and output.

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

Through Edmodo, class teachers are able to monitor the children who access remote learning tasks during the day, as well as those who submit work. Whilst we do not necessarily expect to see submissions for every single task, every day of the week, we will be identifying those children whose level of engagement raises concern.

Obviously there may be a number of reasons for a lack of engagement in the learning posted, but teachers will contact you directly, if they have concerns. Please don't hesitate to contact your child's teacher, if you have concerns about your child, their ability to access the learning provided, their attitude towards their remote learning or their mental health and well-being.

## **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 honesty marking (providing the children with a separate sheet of answers, so they can self-mark) can provide valid, effective and prompt feedback on pupils' performance.

At Saint James Primary School, we endeavor to acknowledge all work submitted. Any feedback provided may be given by either the class teacher, class teaching assistant or a higher-level teaching assistant who works regularly with the class.

Marking and feedback make take the form of a comment that provokes your child to reflect on their learning and potential next steps. On occasions they may be asked to resubmit a piece of work, after considering these comments. If a resubmission is requested, this should be completed before the next piece of work in the learning journey, wherever possible.

If children submit their remote learning tasks after the given deadline, teachers may not be aware of this submission to be able to mark it.

## **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 those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. Where a child requires a different learning provision to their peers, teachers will provide learning, tasks and activities that are appropriate for their need. These may be posted as an alternative learning journey on Seesaw or sent directly to individual pupils. In addition to the learning posted on Seesaw, some children will have additional learning tasks, specific to their need, delivered via Lexia, an intervention program for English. If this applies to your child, you will have been contacted directly with their log-in information.

### **Remote education for self-isolating pupils**

There will be occasions where individual pupils need to self-isolate, but the majority of their peer group remains in school. If this is the case, remote learning will be provided for the duration of their self-isolation. To ensure continuity and coherence, the content of this learning will reflect what is being taught in school, although the task design may differ, because of the differing nature of remote learning.