

# **St Michael at Bowes 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 senior leader with overall responsibility for remote education is Mrs Debbie Butcher, Deputy Headteacher.

## **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?**

If your child is in school when they are sent home, your child will be given at least one reading book and an exercise book to take with them. Some children will be provided with stationery too. They will be assigned tasks to do for the first 24 hours, whilst their teacher plans and prepares to move to remote learning.

All pupils have a set of workbooks at home. On the first day they may be given tasks to do from the workbook. They will also be allocated a device if they need one. Where possible they will immediately be assigned tasks to do that follow the in-school curriculum.

## 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:

- We use Oak Academy lessons for music as our school scheme would not work effectively as remote provision;
- The foundation curriculum has been slimmed down to focus on the key learning objectives for the year group. Some subjects will be taught fortnightly or on a three-week cycle, rather than weekly, to allow for a focus on core subjects like English, Maths and RE;
- The science curriculum will be more theory based while the children do not have the equipment needed for practical activities;
- In Design Technology, the practical aspects of the curriculum may not be able to be covered due to the need for specialist equipment.

## 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 2	<p>There is a <b>minimum</b> expectation of <b>four hours</b> per day of remote provision. This is broken down into 'live' sessions with an adult, follow-up tasks and other tasks set by teachers.</p> <p>The timetable sent to parents weekly, sets out approximate timings for sessions and work each day.</p> <p>Every Friday is 'Screen-free'. Children have an opportunity for a supervised virtual 'catch-up' with their class, followed by taking part in activities that do not require any screens to carry out.</p>
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## **Accessing remote education**

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

Learning will be accessed through Microsoft Teams. All assignments will be set and all live sessions delivered on this platform.

There are training materials available on the school website to support parents using Microsoft Teams

### **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 take regular audits to ascertain which child does not have access to a digital device. We endeavour wherever possible to lend a device to a child if school stocks allow
- We also have access to 4G routers and through the audit will identify which pupils would benefit from one
- If we are unable to provide a device or internet access, paper packs of the work will be given to the child. These packs will either be available to collect from the school or in the event of a whole family self-isolating will be delivered to the home
- On collection of new paper packs of work, the completed work must be handed in to the school. Teachers or senior leaders will contact their pupils by phone to provide support

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

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

Some examples of our remote teaching approaches:

- live teaching (online lessons – in English, maths, R.E. and PSHE at a minimum each week)
- recorded teaching (Oak National Academy lessons, BBC Bitesize videos, White Rose maths videos)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home (e.g. Collins Targeted Practice workbooks)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and internet research activities (termly home learning project)

## **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?**

- If your child is accessing the learning on-line, we expect all pupils to log in and join their year group's live learning sessions and all work to be completed by the end of the day to the best of their abilities
- Parents are expected to set up learning routines and provide a space for the child to complete their lessons
- (ref: Remote Learning Policy)

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

- If a child is accessing remote learning via Microsoft Teams, their class teacher will keep a register of attendance at sessions and submission of work. If pupils are not attending live sessions or submitting work on at least a weekly basis, their teacher will make a phone call home
- If paper packs are not being returned on a minimum of a weekly basis, a telephone call from the school will be made
- If children are persistently not attending sessions and submitting work, senior staff will carry out a home visit

## **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:

- Each child will receive written feedback on at least three pieces of work per week: one English, one math and on R.E.
- Self-marking quizzes will be sometimes be used
- For some lessons, mark schemes are given so that children can mark their own work and let their teachers know where they struggled

## **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:

- Mrs Lennon, the school's Inclusion Manager, will be in touch with you and decide together how best to support your child at home if they are self-isolating. In some circumstances where your child has 1:1 support we will endeavour to set up sessions with this adult to support your child at home
- In the case of a localised or national lockdown, wherever possible children with an EHCP will be educated on-site. If this is not possible, or parents would prefer their child to remain at home, the school will endeavour to ensure that the requirements of their EHCP are delivered remotely for example, through remote interventions with a teaching assistant.

## **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?**

- Your child will be sent work to complete in line with the rest of the class, via Microsoft Teams. The teachers will pre-record the instructional part of the lesson if possible
- Your child may access the classroom live for the day – a link will be provided for your child to stream into the lesson and watch the teacher deliver the instructional part. They will then be asked to complete the independent part with the camera switched off. The camera will focus on the teacher only.