

# Remote education provision: information for parents at St Stephen's Juniors School.

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?

On the first day of the pupils being sent home, they will be expected to complete TT Rockstars and continue with their reading. By the second day, their remote learning will be ready for them online.

### 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. This is planned by teachers at St Stephen's Juniors and supported by resources they create themselves alongside videos they have pre-recorded.

## 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	3 hours of learning.
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## Accessing remote education

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

The school uses Google Classroom to assign work to the pupils. This platform has been used in school for the pupils' Computing curriculum and they have had additional support in school to login and use the platform. A trial assignment was set in Term 2 to support pupils logging in at home.

### 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:

- Information has been sent home to all pupils on how to access the Google Classroom platform. The letters for this can be found on our website:  
<https://www.ststephensjun.org.uk/general-letters/>  
Updates to this can be found here : <https://www.ststephensjun.org.uk/covid-19-contact/>
- We have asked families to contact us if they do not have access to a suitable device to complete their remote learning. (We deem laptops/Chromebooks/desktops/tablets to be suitable but not a phone).
- A priority list has been drawn up and families who have no suitable device have been contacted to offer the loan of a school Chromebook.
- As of 14.1.21, the school is expecting but has not received any additional devices from the DfE. Once these are received they will be allocated to the families further down the priority list (this may include families who have one device to share between more than one child).
- We have sent out information to parents about how to apply for free data from their mobile phone provider and some families have completed the form for this.

## How will my child be taught remotely?

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

- All learning is set through Google Classroom as an assignment. Each day the pupils get:
  - Morning check-in task with their teacher/register.
  - Writing assignment
  - Reading assignment
  - Maths assignment
  - Enquiry assignment

For each of the Writing/Reading/Maths assignments, they will follow the same sequence of the learning that the children are used to. For example in Maths, the children will have Try Its/Use Its/Prove Its and will make their way through these. In Reading, the children are introduced to the text on a Monday and on subsequent days, answer questions following modelling by the teachers.

Each assignment has instructions and a clear LF with Steps to Success to support. Videos are created for most lessons which will be similar to (but shorter than) a usual teacher input in class. The sheets in the assignments also have examples and models for the pupils to follow and these are bespoke and created by the teachers in school.

The learners are given their own copy of the work to complete and work on. This document is live and teachers can see, edit and make suggestions as they work through this. Should the children prefer to work on paper, they can submit a photo of their work to receive feedback on.

## **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?**

- All pupils are expected to engage each day with the learning that has been set if they are not in school.
- Each week the class will have a Google Meet to check-in with their teacher and other adults in class. These are timetabled in.
- The videos that are created should provide all the information that pupils need to complete the assignment along with any other supporting documents.
- We ask that parents are on hand to help the pupils if they get stuck to read over the information provided in the assignment in case they have misunderstood. We do not expect parents at home to be teaching their child but are there to support where they are able to. In addition to looking after other siblings, some parents may also be working from home and the school recognises that the levels of support available to the pupils will vary which is why the school has set up the assignments to include as much support as the pupils should need to work independently.

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

- If the children have not logged in for 3 days, teachers will contact the parents via email to check that everything is ok and to find out why they haven't been completing the assignments. Pupils who then don't engage for three days after this will have a phone call home.
- Teaching assistants have a list of the pupils in each class and call all pupils on the list once a week. If a child has a One-to-One or works with a Thrive Practitioner, they will be called by this adult.

## **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:

- Every piece of work that is submitted by the pupils is checked by either a teacher or teaching assistant in school.
- Quizzes are often used in Maths and the pupils find out straight away if they made mistakes.
- In Reading/Maths assignments, where a document has been assigned for pupils to complete, it is marked with a tick and a follow up comment is given when mistakes need to be corrected.
- Other work assignments that are completed are acknowledged with a private comment.

## **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:

- Children who had 'One to One' support in school will continue to receive this support. If these pupils are not in school but using the remote learning, they have an adult who will call and support them on the phone or by using Google Meet and screen sharing.
- Teachers assign work to different groups in the class. Pupils only see what has been assigned to them individually so families at home may not be aware that teachers are creating differentiated work either by adapting the videos, providing extra modelling or by scaffolding questions.



## **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?**

If a child is self-isolating when the rest of the year group bubble are in school, they will not be assigned work through Google Classroom. The teachers will be teaching in class so will not be able to set up the assignments.

Packs will be photocopied and sent home and the learning will match what is being covered in class.