Remote Education Provision: Information for Parents

Preparing children today for a new tomorrow; nurturing their dreams, hopes and aspirations within our Christian values and principles.

"Teach a child to choose the right path and when he is older he will remain upon it."

Proverb 22:6

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 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?

The learning platform our school uses for all learning is Showbie. Children will access their learning via Showbie and other line platforms such as: Oxford Reading, LBQ online, SPAG online to name a few. Our live learning session will also take place using this platform.

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?

During remote education, the same curriculum will be taught as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, some subject areas have moved due to resource implications. Areas of mathematics were concrete resources are necessary: capacity, mass etc.

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:	
Primary school-aged pupils	(Number of hours – there are minimum expectations for remote provision.
Reception	2.5 hours on average
Key Stage 1	3 hours on average
Key Stage 2	4 hours

Accessing Remote Education
How will my child access any online remote education you are providing?
Showbie – All information will be shared regarding children's work and the expectations. Teachers will plan and assign activities that are well-sequenced so that knowledge and skills are built incrementally in order for pupils to progress through the school's curriculum. Videos or live lessons with be used to instruct the children with lots of regular feedback via Showbie Video. Showbie Video – teacher to children interaction daily. SPAG online, LBQ, TTRockstars, Oxford Reading, will also be used to support home learning as usual.

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:

- Where appropriate and available, school will loan pupils a tablet in order to provide access to online learning. A user agreement will need to be signed by both the parent and the rules must be adhered to at all times.
- Where a child does not have access to the internet, initially, a data sim card will be provided, giving them a limited access to the internet until a more permanent solution can be found.
- The DfE offer of additional data for homes with no internet will be offered (Jan 21)
- A limited number of pupils may require access to printed materials, the class teacher will contact those children and arrange delivery of collection.

How will my child be taught remotely?

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

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.
Some examples of remote teaching approaches:

- Live teaching (online lessons) via Showbie Video where appropriate
- 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
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. Inspire Maths, 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	**See individual home learning booklet provided to all Parents / Carers**
Nursery	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Nursery-CM-.pdf
Reception DW	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Reception-DW.pdf
Reception SMC	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Reception-SMC.pdf
Year 1 LH	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-1-LH.pdf
Year 1 AA	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-1-AA.pdf
Year 2 AM	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-2-AM.pdf
Year 2 CM	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-2-CM.pdf
Year 3 MB	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-3-MB-.pdf
Year 3 JM/AMC	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-3JM-AMC-.pdf
Year 4 DB	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-4DB.pdf
Year 4 LD	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-4-LD-.pdf
Year 5 VKD	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-5-VKD-.pdf
Year 5 LK/LN	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-5-LK-LN-.pdf
Year 6 KB	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-6-KM.pdf
Year 6 DM	https://www.stthomasblackburn.org.uk/wp-content/uploads/2021/01/Year-6DM.pdf

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

In line with the statutory requirements, pupil's engagement will be checked on a daily basis and recorded in teachers' mark books.

The below model will be used to monitor persistent non-engagers.

1. Teacher to call non engagers – Record on CPOMS
2. Teacher to call non engagers – Record on CPOMS
3. Teacher to call non engagers – Record on CPOMS
4. Refer to Safeguarding and Wellbeing co-ordinator on CPOMs
5. Concerns passed onto Head teacher

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:

Instant, daily feedback from teachers via Showbie on any work the children submit. Use of the comments and verbal feedback so that children can see their mistakes and amend accordingly. Teachers to use marking on this platform to inform next steps in the online learning and also next steps for when the children return (things that may not be secure that needs to be retaught).

If there is a specific issue with a group of children, then a group Showbie video meeting will be used to address said issue. Timely responses to any questions to ensure all children understand what is being asked so that their work is a true reflection of their knowledge.

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 liaise with parents and encourage pupils with an EHCP to attend school provision.

We work closely with families to agree how we can best support and establish the level of support at home to ensure reasonable adjustments may be made for learners working remotely with specific educational needs on a bespoke basis.

For clinically vulnerable pupils with an EHCP, 1:1 support is provided via Showbie live video lessons where this is appropriate for the child and family following discussion with parents.   Provision is adapted where pupils are unable to access remote learning.

Paper based resources will often link to a video for example National Oak Academy so the child can access a directed input then complete the work set. This may be work which is set lower than the year group standard and will depend on the level of work the child currently accesses in school. Concrete resources are provided especially in maths.

More regular contact from teacher/ TA/SENCo is made through phone calls to support and address any issues arising in the child being able to access the provision remotely where parents have chosen not to send their child to school. Advice and resources are sought and shared to meet individual needs from outside agencies and other professionals e.g. SEND Support Service.

If parents have concerns regarding SEN needs these can be raised and where appropriate referrals made during the lockdown period and virtual support offered e.g. SALT Attend Anywhere appointments have continued to take place during the lockdown period

The CAF Assessment process continues remotely during lockdown to ensure our most vulnerable families receive ongoing support including for children with SEN.

Resource packs have been provided from specialist teachers and co-ordinated by SENCo e.g. Touch typing for visually impaired pupils to ensure specialist resources and guidance can be shared and may continue remotely.
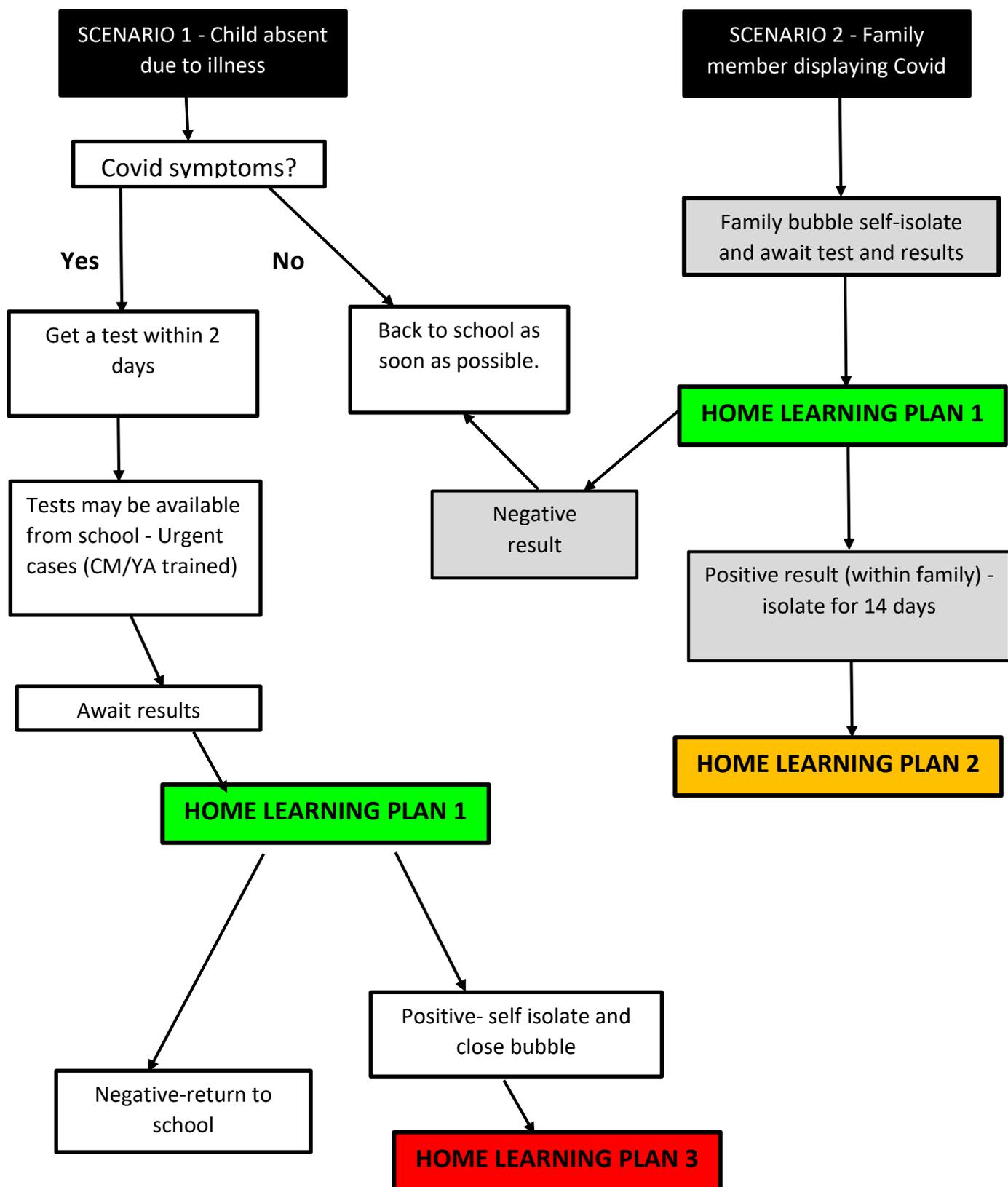
Remote learning for younger pupils will take account of the level of adult support required for children to access activities. Reception home learning will focus more heavily on practical skills and real-life experience.

For Reception and KS1 pupils with an EHCP, we strongly encourage parents to send their children to school during the lockdown period.

Where parents of a child with an EHCP do not wish to take up their school place, reasonable adjustments are made (please see above) for example practical resources are shared, visuals, now and next boards to support parents in continuing the school routine as much as possible. As above, specialist guidance and resources may be shared depending on the other agencies involved.

> **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**
>
> 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.

SCENARIO 1 - Child absent due to illness

Covid symptoms?

Yes   **No**

Get a test within 2 days

Back to school as soon as possible.

Tests may be available from school - Urgent cases (CM/YA trained)

Negative result

Await results

HOME LEARNING PLAN 1

Negative-return to school

Positive- self isolate and close bubble

HOME LEARNING PLAN 3

SCENARIO 2 - Family member displaying Covid

Family bubble self-isolate and await test and results

HOME LEARNING PLAN 1

Positive result (within family) - isolate for 14 days

HOME LEARNING PLAN 2

Home Learning Plan		
Plan 1 A child absent from school awaiting Covid-19 test result.	**Plan 2** A child is in self-isolation or shielding.	**Plan 3** Class bubble going into isolation
• LBQ • SPAG • TTRS • Oxford Owl • School Website activity links – Class pages	• LBQ • SPAG • TTRS • Oxford Owl • School Website activity links – Class pages • Maths (same as class curriculum learning via Showbie) • English (same as class curriculum learning via Showbie)	• Teacher and children working from home. • Follow usual curriculum timetable as in school (home learning booklet). • Online taught sessions continue following the curriculum. At least one virtual session in the morning and one in the afternoon (minimum of 30 minutes) followed by independent work. • Split class (teacher and additional support) and replicate each session accordingly with specific groups. • TA involved in all online learning and specific groups.