

# Stepney Primary School

## Remote education provision: information for parents

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## Introduction

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.

## 1. 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.

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

In the first day of a class/bubble or school going into a period of self-isolation or a lockdown pupils and parents will be directed to the Remote Learning Pages of our School website where there will be set work. From Day 2 onwards, staff will be providing remote learning via Google Classroom. In addition, our Early Years pupils will undertake learning via Tapestry.

Instructions, including direct links to learning resources, google classroom plus a host of other online learning sites are provided on our website.

Each year group has its own email address, which is displayed on its remote learning page. All staff in a year group have access to the year group email account.

### 1.2 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, more practical elements in some subjects may need to utilise home resources.

In the summer lockdown, Sports Premium funding which would have normally been used for inter school competitions was used to provide every child with a bag of sports equipment to use in conjunction with the online learning videos produced by our PE coach.

## 2. Remote teaching and study time each day

### 2.1 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 1	School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:  Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children
Key Stage 2	School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:  Key stage 2: 4 hours a day

## 3. Accessing remote education

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

Tapestry (for our EYFS pupils) and Google Classroom (KS1 & 2) are the main online digital platforms that we are using, for delivery or for assessment. These are supported by a host of other sites that the school uses on a regular basis, including White Rose Maths, Bug Club, TT Rock Stars, Spelling Shed, Maths Shed, Oak Academy, Charanga Music.

### 3.2 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:

Our school website is updated daily by the head teacher, with a Daily Diary Blog and Twitter feeds being the chief means of communications. There are multiple webpages on the site including a wealth of detail. Each year group has its own remote learning page with links and guidance to learning and

how to access the digital platforms that we use;

We regularly text parents with information and use Google Forms as booking forms for different activities. This is used to ask parents if they need electronic devices. Parents complete forms, which feed into central spreadsheets. Thereafter parents are notified by text messages and may collect devices such as ChromeBooks, dongles and keyboards from school;

In the event of a lockdown or period of isolation the school's chrome books, supplemented by others from around our trust are distributed so that these are available both for pupils in school and those working remotely. We are able to provide dongles, where necessary to vulnerable pupils. These may be limited in number.

Printed material is provided where appropriate.

Pupils and parents may submit work directly via Google Classroom or Tapestry plus the individual year group email addresses and accounts are heavily used for this purpose as well.

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

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

During a bubble closure or period of lockdown:-

Remote Learning approaches in EYFS (Reception classes) :- Recorded teaching - either by the class teacher or using a quality online video resource eg Ruth Miskin RWI lessons or White Rose Maths teaching  
Printed sheets and activity/resources packs to support the online teaching  
Tapestry is the main vehicle for supporting learning. Minimum of 1 live session with teachers every day.

Remote Learning approaches in KS1 (Year 1 and Year 2) :-

Minimum of 1 live session with teachers every day, including phonics work each day.

Recorded teaching - either by the class teacher or using a quality online video resource eg Ruth Miskin RWI lessons or White Rose Maths teaching  
Online Reading books - Oxford Owl RWI library and ebook collection

Remote Learning approaches in KS2 (Year 3,4,5 and 6) :-

Minimum of 1 live session with teachers every day.

Live feedback and marking lessons through google classroom

Recorded teaching - either by the class teacher or using a quality online video resource eg White Rose Maths teaching or Oak Academy  
Online Reading books - Reading Plus accounts, Oxford Owl RWI library and ebook collection

Whole class reading books and Home Reader books

Access to TT Rock Stars Maths accounts, Maths Shed, Spelling Shed, Bug Club, provide extra support for core subjects,

Our PE coach produces bespoke video lessons for all year groups across the school which are delivered at home and in school.

**Provision during non-lockdown (link buttons on each year group's remote learning pages.**

Category 1 - If the child or household member is being tested and waiting for the result:

- Two days of learning will be provided;
- This learning is linked with year group expectations;
- The learning is accessed via the school website;
- Children will be directed to the Category 2 learning if the test result is positive and they have to return to school.

Category 2 - During a period of isolation for individual children : -

- 8 days of learning will be provided;
- Curriculum will be as closely aligned as possible to the current curriculum being taught in the classroom;
- Children will be provided with a learning pack;
- Learning will be presented on the Google Classroom platform;
- Live input will be offered whenever possible to support the learning posted on Google Classroom;
- Reading, Writing, Maths and Theme lessons will be provided;
- Pre recorded lessons from high quality providers eg Ruth Miskin and the Oak Academy will be used when appropriately linked to the curriculum being taught in the classroom;
- Usernames and passwords will be provided to access year group appropriate online apps - eg Reading Plus and TT Rock Stars;
- Feedback will be given to submitted work via Google Classroom or the year group email;
- Parents will be contacted twice during the isolation period.

## 4. Engagement and feedback

### 4.1 What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect all children to participate in remote learning. At the start of each day, every year group from Nursery up to Year 6 has a google session with staff. This sets them up for a day of remote learning. Staff are able to celebrate work that has been done and then provide learning for the rest of the day. In times of lockdown, staff will be teaching and feeding back to both pupils in school (children of critical workers and vulnerable children) and those working remotely at home. We rely on parents supporting them: by attending learning with their children; assisting with their work; and notifying staff of any issues. These include technical problems or lack of appropriate devices.

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

If children are not attending live sessions or submitting work parents are contacted as part of the ongoing home communications dialogue and rag rated in our detailed logs. These are by phone calls in the first instance by the staff. Staff pass on issues with remote learning access to senior leaders, who contact parents via the telephone if their child is not accessing the learning offer to support the parent in enabling the child to continue their learning remotely. If the school is unable to make contact with parents / carers this will become a safeguarding concern and a home visit may be necessary.

### 4.3 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:

The school has a plan in place to gauge how well all pupils are progressing through the curriculum using questions and other suitable tasks.

Teachers provide feedback, at least weekly but more usually on a daily basis, using digitally-facilitated or whole-class feedback where appropriate children's engagement in the learning will be checked each day by the class teachers and support staff.

## 5. Additional support for pupils with particular needs

### 5.1 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:

Our SEND coordinator and her team of specialist support staff (which includes Speech & Language; Emotional Support and EAL support) will provide more specific and individualised work via Google Classroom. This may also involve remote learning via our school but with professionals outside of our school, such as speech therapists.

For our younger pupils, we use Tapestry as the main means to engage and communicate between school and pupils/parents.

## 6. 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.

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

To ensure individual pupils who are self-isolating are taught a planned and well-sequenced curriculum with meaningful and ambitious work each day

in a number of different subjects, the remote learning pages will give access to work provided centrally via our trust. Pupils are asked to send work in via individual year group email addresses. Feedback will be given from staff via emails.

Provision offered prior to January 2021 lockdown:

Learning was accessed via the school website and located on the Trust website. The child was directed to pre-planned learning in both core and foundation subjects and was appropriate to their year group expectations. There were lessons for the children and links to online video resources as described above.

The remote offer from 8th March, after lockdown, is more closely aligned with the curriculum taught in school:

Class Teachers will direct children to learning on Google Classroom which is aligned as closely as possible to the learning which is happening in the classroom. A learning pack will be provided with appropriate exercise books, reading books and learning materials will be provided.

Class teachers will feedback on submitted work via email or through Google Classroom. Class teachers and support staff will also contact parents regularly via telephone during the isolation period.

When a child is absent due to testing of either themselves or a household member 2 days of learning is provided which is inline with year group expectations. This is pre prepared and accessed via the school website.