The Federation of St Martin's and Seabrook CEP School's Remote Learning overview

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 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?

Children will be emailed or sent home a work pack containing learning from all aspects of the school curriculum. Work sent home will signpost children to Oak National Academy, Invicta Academy and BBC bite size to complete independently in the first instance.

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?

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- 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, some practical, activities such as science, PE may need to be adapted as they may not necessarily be accessible from home.

. **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 1	(there are 3 hours [minimum expectations](#) for remote provision. See attached timetable
Key Stage 2	Minimum of 4 hours see attached timetable

Accessing remote education

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

Please share the names of the online tools or digital platforms that you are using, either for delivery or for assessment.

Invicta Academy are supporting the federation and enabling us to use zoom webinars to offer live lessons during the school week in English and the wider curriculum.

We are offering zoom catch up meetings each week.

White Rose, Oak National Academy, Invicta Academy, BBC bite size are also signposted to parents/carers through the weekly learning overviews.

Digital resources include: Mathletics, Accelerated Reader, MYON, Bug Club, Purple Mash, Sir linkalot, Times Table Rock Star are used to support children's learning further.

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:

- If parent/carers need support with accessing online learning and need equipment we can loan a laptop for pupils. Please contact the school office for further information.

- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information

- If pupils need support accessing any printed materials, they should contact the school who will be happy to print off a learning resource pack for them. Parents/carers can collect this from the school office or if families are isolating the school will make arrangement to drop them to the family home if needed if they do not have online access

- Pupils can submit work to their teachers through the celebrate emails, if parents do not have online access the school pastoral support team or SLT will make arrangements to collect it.

How will my child be taught remotely?

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

In this section we will list the range of approaches we use to teach pupils remotely.

Some examples of remote teaching approaches:

- live teaching (online lessons) 2 x daily sessions in English and the wider curriculum

- pre-recorded story time on the Video Resource Centre on the school website

- 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

- long-term project work and/or internet research activities (as per the schools full opening guidance, schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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?

- Our expectations for pupils' engagement with remote education is that they engage in the live lessons being offered daily
- Where possible our expectations of parental support should be they set a routine their works in line with family and work commitments in order to support their child's education

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

- Through the daily live lessons, we will be able to monitor which children are engaging in the live lessons. A daily attendance register will be generated to enable the school to monitor attendance in lessons offered. This will be reviewed by the SLT weekly.
- Weekly/ fortnightly welfare calls home will be carried out to touch base with families and discuss their well-being as well as establish how well their children is accessing the learning.
- Staff will monitor engagement through the celebrate emails and assess which children are sending learning into school. Regular feedback will be offered to all children.
- Where there is a concern about engagement the SLT and pastoral team will meet to carry out a risk assessment and discuss an action plan to further support and parent/carers will be contacted.

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:

In this section, please set out briefly:

- During live lessons the teacher in collaboration with the facilitator will use the Q&A function to give detailed feedback to children. Teachers will adapt their lessons each day to address any misconceptions and celebrate positive learning examples.
- The celebration emails will be used to respond to parent/pupil learning giving feedback and next steps to children in relation to their learning.
- Phone calls home will be carried out to feedback to any families that need specific support.

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:

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- We will ensure there is a regular dialogue with families to deliver remote education for pupils with SEND
- Learning will be differentiated by outcome where possible to enable all children to be able to access it. Where needed additional interventions sessions will be offered to SEND children to further support their understanding. Learning in reception and year 1 will focus on practical learning and parents and carers will be shown how to scaffold children's ideas through the live sessions
- Separate learning packs can be sent home individually for some pupils.

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?

The main differences between the approaches we have described in the rest of this overview are that the child isolating may sometimes work independently through a work pack which mirrors the school curriculum. We will also take in to consideration that the child and family may not be feeling very well and may not be able to access learning during their isolation period.