

St Paul's CE Academy



Remote Learning Q&A for Parents
January 2021

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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

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 will endeavour to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may to make some adaptations in some foundation subjects. BBC Bitesize and Oak Academy links may be used.

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	As recommended by the DfE- in <i>'Restricting attendance during the national lockdown: schools Guidance for all schools in England- January 2021 p46.</i>
Reception	• 2 hours a day
Years 1 & 2	• 3 hours a day
Years 3, 4, 5, & 6	• 4 hours a day

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Accessing remote education

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

- Your child will be able to access their Year group ClassDojo. A Year group ClassDojo link will be sent.
- Your child will be able to register, communicate and upload work into 'Portfolio'. They are also able to ask questions in the 'Class Story'.
- See guidance below



Class Dojo for pupils
v1.pptx

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:

- Parents will be able to collect fortnightly work packs from outside the Academy office on an allocated day. Times will be provide for each Year group.
- A Geo Notebook will be provided to identified disadvantaged families.
- Teachers will provide feedback on line.
- Children completing work sheets will be provided with English and Maths workbooks for children to write in.
- Teachers, support staff or allocated adults will call children, working at home and have had no contact with the school, either weekly or a minimum of twice a Term.

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How will my child be taught remotely?

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

- Recorded teaching - PowerPoints (online lessons).
- Recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, MyMaths).
- Printed paper work packs produced by teachers.
- Reading books pupils have at home
- During teacher's Planning, Preparation and Assessment time or PPA, project work and/or internet research activities will be given .
- eBooks for EYFS and Key Stage 1.

Engagement and feedback

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

- Parents are expected to set daily routines for their child/children taking regular breaks and a lunch hour.
- An online register will be taken from **9.00am** as well as from **12.30**. Please do not worry if you do not make registration as the teacher will see when your child is online.
- Parents, where possible, are expected to support their child/children access the PowerPoints and activities if they are unable to understand the instructions.
- Parents are able to contact their class teacher or year group online teacher either via ClassDojo or email. Email address are available on the school website: <https://www.stpaulsceacademy.org/meet-the-staff/>

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

- A daily online register will be kept.
- A register will be kept on work packs collected.
- Teachers will identify and report children of concern especially if the school has not heard from either the child or the parent.
- Teachers or support staff will communicate with parents by either email, ClassDojo or a phone call.
- Parents are able to contact their child's class teacher if their child is not engaging in their learning.

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:

- Feedback and Assessment takes different forms depending on the age of the child. Please see the document attached for further details.



Assessment and
Feedback Yr R to 6.do

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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:

- The SENCo will be in touch with families to provide bespoke activities
- Differentiated activities and packs are prepared for identified children across the school.
- For our younger children:
 - **Reception**
 - Links and interactive activities are sent to parents. Daily communication is kept with the Reception parents.
 - Resources that are found around the house are used to support mathematical activities.
 - **Year 1**
 - A daily, recorded voice over English and Maths activity is added to the Dojo portfolio. These are pitched to the child so that they would be able to access without the parent.
 - Children who cannot access the main activity are provided with suitably differentiated phonics lessons.
 - Role-play and small world to develop key vocabulary.
 - Story maps with actions.
 - Interactive music lessons.

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 differ from the approach for whole classes. This is due to the challenges of teaching pupils both at home and in school.