Celebrating Faith,
Learning and Success

St. Botolph's CE Primary School

Remote Education (Home Learning)

Information Booklet for Parents

Updated September 2021

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 our remote education at this time.

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, if required.

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

In the first few days, we will ensure your child has worked provided by their teacher. The teacher will work to adapt the weekly plan to an online provision. Where this is not possible adapts may be made and alternative subject activities offered, for example Music and PE.

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 be teaching 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, we are unable to teach the planned Music curriculum in most classes and the PE/Dance units are also not appropriate for remote learning. It may be necessary to make adaptions where specific resources are required, for example in art or DT.

Adaptions have been necessary to enable learning to be accessible to all in the home environment.

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:

Reception and Key Stage 1 children	Up to 3 hours learning
Key Stage 2 children	4 hours learning

Accessing remote education

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

For extended period of Remote Learning, parents of all children across the school will receive a timetable of their child's learning for the week by Friday afternoon via Parentmail, which details the focus of learning and also live/recorded lesson sessions and links to online learning. Children from Years 3 – 6 will receive the same information on Google Classroom.

We will be using Tapestry as the main source of communication to parents and children in Reception. This digital platform will also enable parents to share examples of child's learning to the staff team and for the team to offer feedback to the child via the parent. Tapestry will also be used in Years 1 and 2 to enable learning responses to be shared by parents and for the child to receive feedback from staff members.

Google Classroom will also be used to engage children in live and recorded lessons to deliver new learning (direct teaching), the completion of tasks and also to offer feedback to children. Lessons and 'Shout outs' feedbacks to children may also be shared via Tapestry or Google classrooms.

In Year 6, we will also use iXL to practise fluency in Maths directed by the Classteacher, for example. This resource offers a child immediate automatically feedback and the opportunity to correct errors or address misconceptions. Engagement in iXL can be monitored by staff.

Other resources such as TTRockstar, SumDog, Purple Mash, BBC Schools radio, BBC Bitesize, national Oak Academy, Maths Mastery, White Rose Maths will also be used to ensure variety, interest and engagement.

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:

We have previously undertaken a survey to understand the technology needs within homes for pupils who have been in school since 2021. Where a parent has indicated that they need help with meeting remote learning needs, or where they have made no response to the survey, the school will try to establish how we can support a family. (We will approach parents of children new to the school since January 2021.)

It is highly likely we will be able to issue loaned laptops to all pupils where a parent indicate this would support their child to access remote education.

We are able to explore how we can support families in increasing the internet connection to the home or increasing data allowances.

We have offered to print off materials and make these available to families where online access continues to be a barrier. We are happy to offer a more bespoke approach to families to ensure their child's learning continues if online access is a barrier, including the use of maths workbooks and printed resources etc.

If parents have any difficult accessing remote learning they should contact the school either by phone 01733 231313 or email informus@st-botolphs.peterborough.sch.uk**. We are happy to help.**

How will my child be taught remotely?

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

We will be using a wide range of approaches to teach pupils remotely and keep learning engaging.

Our remote teaching approaches will include
- live teaching (online lessons)
- recorded teaching/ sessions (a combination of St Botolph's staff, Oak National Academy lessons, White Rose etc)
- iXL
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- recorded storytime

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?

We expect children to be engaged with remote learning every day unless they are unwell. We also expected children to engage for up to 3 hours learning (Reception – Year 2) and 4 hours learning (Key Stage 2).

Parents are encourage to determine a working space for their child and set routines to support them to engage with their learning. If you have the facilities to print the 1 page timetable for the week's work this would be useful to help to organise and plan your child's learning.

Every Tapestry post from a parent will be acknowledged by a staff member and a comment often included. This will be in the form of praise for the content of the work, the effort or learning attitude demonstrated by the child. It may also include guidance and feedback to the parent or child to continue to support high standards of work (for example, highlight the need to correct letter or number orientation supported by resources in the learning packs) or address a misconceptions or support the development of learning such as guiding a parent to provide concrete resources to support Mathematics, then encourage pictorial representation before moving to abstract written calculation, for example.

Feedback will also be offered to children through Google Classroom and iXL where independent practice can be used to assess a child's readiness to move on to next steps. Additional challenge or scaffolding will be offered as a result of assessing children's response to tasks set.

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

As part of the role of the teacher and staff members working remotely, checks will be made that children are engaging with the work set and that work undertaken is at the required standard.

This will include checks on Tapestry to ensure parents are completing work with their child and returning work as requested. Where this is not the case, we will be contacting parents individually to seek an understanding of how the school can support further to ensure pupils continue to make good progress at this time.

Checks on the time spent of iXL and also the completion of work set on Google Classroom will also be made and follow-up communication with the parent where there are concerns.

We aim to work in partnership with parents to support high engagement of pupils.

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:

Feedback will be provided to pupils, mainly in the form of written comments in response to work, however it may also include the use of quizzes marked automatically via digital platforms such as iXL, Purple Mash and phonics play, for example.

Tapestry builds in communication between staff and parents/pupils. The introduction of Google Classroom is designed to offer the same dialogue with older children.

Feedback will also be offered to children during live lessons and through the class 'Shout Outs' which are a celebration of work outcomes, effort and positive learning attitude.

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:

Where possible, pupils in receipt of an EHCP will be invited into school to access their learning in school, supported by their teacher and support staff. The SENCO will liaise with parents of pupils with EHCP to identify if this is the best approach for the child. Where a parent feels that the child is better supported at home, an agreed support plan will be offered and Section M will be completed detailing how the child's EHCP objectives will be met remotely. This may include daily remote 1:1 support from a teacher or TA. It is also likely to include adjustment to learning and additional resources.

For children on the SEND register, but not in receipt of an EHCP, the expectation is they will continue their learning at home using scaffolded tasks. This may also include the use of Intervention in the form of 1:1 or small group remote teaching. Where this is the case, the parent will be sent a Zoom or Google Classroom link to access this intervention.

An on-going dialogue will take place between the SENCO and parents of children on the SEN register to ensure learning needs are being met remotely.

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 offer of remote education for children who are required to self-isolate is through the classteacher adapting planning to ensure it can be accessed remotely but it is also comparable to the learning being accessed by their peers.