

# The St. Bart's Academy Trust

## Remote Education Provision



<b>Academy:</b>	<b>Knutton St. Mary's CofE Academy</b>
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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. The Principal (J. Rowlandson) and Vice Principal (C. Birchall) are responsible for overseeing the quality and delivery of remote education, including that provision meets expectations for remote education.

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?

On day one of remote learning, children will use their school I-pad to access a limited series of video lessons and activities. This may include prodigy maths / TT-rock stars; individual reading and spelling / grammar activities.

#### 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, short PE lessons will be delivered daily and are based on fitness. English lessons may not be focused on the usual class text.

### 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	EYFS Nursery – 3 hours EYFS Reception – 3 hours KS1 – 4 hours KS2 – 5 hours
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### Accessing remote education

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

#### Nursery

Weekly play based tasks sent out via email and tapestry.

Reception -Year 6 will use their school I-pad to access remote learning.

#### Reception

Reception Videos will be released daily with teacher input (Youtube Channel and Twitter) with links to phonics RWI daily lessons, Oak academy will be used for English and PSHE, daily story via the school you tube channel. All children have a pack of resources to use alongside the video lessons. Additional play based challenges will be sent out via tapestry.

#### Year 1 - 6

All children will access remote education via the Showbie app on their school I-Pad.

### **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- All children Reception to Year 6 will take home their school I-pad
- Where Wi-Fi is not available, the academy has access to mobile data SIM cards which may be distributed to parents as required.

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

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

In this section, please list the range of approaches you use 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:

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs for EYFS pupils produced by teachers to complement online teaching
- At least 2 reading books will be sent home initially plus a library book, a school reading book or phonic reader at the appropriate level. Rwinc reading lessons will be delivered remotely by video. Children will access the readers on their I-pads. Additional reading materials will be available as part of remote teaching.

## **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?**

In this section, please set out briefly:

- Pupils are expected to access remote learning daily in line with the weekly timetable. Lessons will be released throughout the day to ensure children have appropriate breaks in learning.
- Parents are expected to provide a normal school day routine, ensuring children access remote learning in line with the timetable provided. Children are able to access learning independently via their school I-pad. Parents should ensure that children have breakfast before they begin learning at 9am and take regular physical and comfort breaks throughout the day. Our lunchtime is between 12 and 1pm with no learning released at this time to enable children to have lunch.
- Reception parents should support children to access the videos on our YouTube channel / Oak academy via the apps on their school ipad. Children will require support to complete the paper based activities which accompany the lessons. Play based activities will be sent via tapestry. Parents should send observations as normal. Parents should read stories to their child and spend time talking to them.
- Nursery parents should engage with the tapestry app and encourage children to take part in play based activities and watch videos sent via YouTube / email / twitter. Parents should read stories to their child and spend time talking to them.
- A daily story time read by school staff should be accessed by every child daily, to continue to support our school community relationships to flourish through our shared love of reading.
- Parents are expected to telephone the academy if their child is unwell and unable to engage in remote learning.

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

In this section, please set out briefly:

- Y 1-6 teachers will monitor engagement in remote learning throughout the day via the showbie app.
- Where lack of engagement is a concern. In the first instance the class teacher or TA will message the child via showbie at 1pm if the child has not accessed learning. If there is no engagement by 3pm, a member of SLT will telephone. If no response, a safe and well check will be requested from our attendance support company (VIP).
- Where limited engagement is an issue, a telephone call will be made to parents by the class teacher in the first instance and will be followed up by SLT if there is no improvement. Where there are ongoing issues with lack of engagement, SLT will contact parents to offer support / strongly encourage attendance at school when required.
- EYFS staff will monitor engagement in learning through the tapestry app. Where engagement is limited, staff will contact parents to offer support as above.
- Children's reading will be monitored using the Go read app.

### **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:

- Teachers will acknowledge completed pieces of work with an emoji or short message and address any misconceptions / errors / issues at the start of the next piece of work for individuals, groups or the whole class using voice notes. This is a feeding forward model of assessment for learning.
- Answers will be sent to children following lessons, to enable children to self-mark work when appropriate.
- Children will receive feedback on their work at least daily.

## **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:

In this section, please set out briefly:

- Individualised learning will be sent via showbie on to each child's I-pad, with individual support offered at least weekly. Work will be differentiated appropriately and voice notes used rather than text messages as required. For Reception, individualised learning will be sent to parents via email and differentiated challenges set on Tapestry. Video input will be provided by the class teacher at least daily.
- Telephone support and where appropriate the offer of a place in school provision.
- Where children have medical needs, the quantity of work expected will be proportionate to the child's individual needs.

## **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?**

Where individuals are self-isolating, a broadly similar approach as for whole class closure will be used. Adaptations may include:  
Keynotes used in classroom teaching will be adapted to include voice note guidance.  
Pre-prepared phonic speed sound and word reading keynotes will be used.  
Marking will be completed at least weekly.