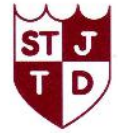


St John the Divine Church of England Primary School



Remote Learning - Information for parents

This document provides information requested by the Department for Education, for parents. This publication should be read alongside the School's own Blended learning Policy.

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

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?

*The school's platform for sharing online learning is **Google Classroom**. Children are able to view, return and submit work on this platform. Through Google Classrooms learning takes place in one of two ways:*

1. Asynchronous Learning

Asynchronous learning is learning that does not necessarily happen at the same time for the teacher and the children. There is no real-time interaction; the learning resources are created and made available for children to access online, when they are able to. The main features of asynchronous learning are:

- *resources are delivered online e.g. through Google Classroom;*
- *recorded lessons/video instruction/podcasts are used;*
- *flipped learning – children engage with material before discussions with teachers*

2. Synchronous Learning

Synchronous learning is teaching and learning that happens where the teacher is present at the same time as the children, resulting in a real time interaction between the two. The main features of asynchronous learning are:

- *live, streamed lessons*
- *online interaction, ability to assess and move children's learning on*

Some parents have also indicated they would like paper packs. This is due in part to limited internet access but also due to the fact that using paper, in their learning at home, most closely replicates what the learning process is like in school. Hard copy physical resources include:

- *paper packs and work booklets; textbooks; resources needed for projects, games and activities, for example, music, art, D&T, etc.*

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. The delivery of the curriculum may vary at home and in school. For example, where specific materials or equipment are used in school but are not available at home, the teacher will signpost remote learners to online resources.

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	Key Stage One – minimum 3 hours per day Key Stage Two – minimum 4 hours per day
----------------------------	--

Accessing remote education

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

*The school's platform for sharing online learning is **Google Classroom**. Every class has an online classroom. All children have been set up with a user account linking to their school email address.*

Teachers post a link to their online lessons which are streamed at 9:30, 11:00 and 1:00 daily. Teachers also assign activities for children to complete following the online lessons. Other materials are also available to view here, including additional resources such as recorded reading video clips or resources. Links are also posted to other websites that contain useful educational tools for children to access at home.

Children are able to open the activities, complete them and then submit them through Google Classrooms. Teachers then give feedback on the children's work and return it to the pupils.

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:

Laptops have been purchased to support learners without digital devices at home. If you would like to loan a laptop please send an email to: covidcommunication@sjtdprimary.org.uk

We will endeavour to meet all requests made to ensure all children have access to online learning.

Google Classroom can also be accessed via Xbox and Playstation devices. Full details on how to set this up have been sent home, but if you require further assistance, please send an email to: covidcommunication@sjtdprimary.org.uk

Hard copies of resources and learning activities can also be made available for pupils without online access at home.

How will my child be taught remotely?

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

- *Live teaching (online lessons) at 9:30, 11:00 and 1:00 every day*
- *Following the live lessons, work is assigned to pupils to complete and submit online*
- *Recorded teaching through the Book Corner on Google Classroom and other online resources such as White Rose Maths*
- *Printed paper packs produced by teachers (e.g. workbooks, worksheets)*
- *Textbooks and reading books pupils have at home*
- *Websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Phonics Play and Oxford Owl*

In the event of an individual pupil self-isolating when the majority of the peer group are in school, the above teaching methods will be employed to teach the pupil remotely.

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?

Children	Parents and Carers
<ul style="list-style-type: none"> ● Are expected to attend all teacher led sessions, unless reason to be excused has been given ● Must act in line with the school's behaviour expectations and be ready for learning – I will not eat or interrupt the sessions in any way ● Engage in all sessions – dedicating time to fully understand and complete tasks set ● Will complete tasks set for them, to the best of their ability, within the time given ● Must not unmute themselves when the teacher has muted them, they must wait to be invited to speak ● Cameras are to be turned on unless the teacher has asked for them to be switched off ● Need to be presentable – wearing suitable clothing, if it helps, children can wear their school uniform/ jumper ● Should only share their screen content if the teacher has agreed ● Will respond to feedback and marking from my teacher ● Should not record, capture/screen grab or take photographs of any of the content presented during meets ● Should check their emails for feedback from their teacher ● Children must not contact teachers directly – they are to use the class email to share any questions they have with the teacher 	<ul style="list-style-type: none"> ● Parents have ultimate responsibility to make sure children not only attend, but also that they follow the guidelines ● Are asked to talk to their child about the appropriate way to behave in sessions – in the same way as if they were in school. The teacher has the right to remove any child from the lesson who is not following the school's expectations ● Please make sure your child is ready 5 minutes before the start of the session to ensure that you are on time and do not get locked out/delay the start of the learning ● Assist your child by setting up and accessing the sessions ● Ensure your child is appropriately dressed – children can wear their school uniform/jumper if they wish ● Ensure other family members are appropriately dressed and out of the camera shot where possible; they must not contribute to the session ● Parents must not get involved in the lesson, but do please talk with your child about the content ● Filming the sessions, capturing or screen grabbing is not permitted as this would breach safeguarding and GDPR laws ● Parents should not be contacting teachers directly – all communication should be sent via email to: admin@sjtdprimary.org.uk

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

Registers are taken twice a day as part of our legal duty to monitor pupil attendance. We monitor attendance at the online live lessons in the same way that we monitor physical attendance at school. Parents and carers of pupils who are missing from the live lesson at 9:30 will be contacted by a member of the admin team or Senior Leadership Team.

In addition, teachers monitor the submissions of work from each pupil via Google Classroom. Parents and carers of pupils who are not submitting work will be contacted by their class teacher or a member of the Senior Leadership Team.

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:

Written feedback will be provided to pupils through Google Classroom. Additionally, recorded oral feedback can be provided as an alternative to written feedback where appropriate, for example, for pupils learning to read.

All submitted work is acknowledged every day. Each child will receive substantial marking twice per week for Maths and Literacy Work submitted and feedback for work from all other core and foundation subjects.

Self-assessment and peer-assessment can also be utilised effectively through Google Documents.

Online tools such as quizzes may also be used by teachers to assess the understanding of a topic by individual pupils or the whole class.

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:

Pupils with SEND

Work that is assigned to pupils is differentiated to meet the needs of all pupils, including those with SEND. Some of these tasks will be designed for a pupil to complete independently and may include rehearsal of tasks they have done previously with support. Other tasks may require an adult's support.

Recorded videos of teaching are available for children with SEND if the live lesson is not appropriate for them to access. Following the live lesson, teachers are available to speak to on a one to one basis so that any questions can be asked and further clarification can be given if needed.

Pupils in Early Years and Key Stage One

Younger pupils can access live lessons and have now been taught to unmute themselves to contribute in lessons, when invited by the teacher, enabling them to participate more independently. The length of live lessons is age-appropriate to each year group. Work that is assigned following the lesson is written with clear instructions so that an adult at home can support the child to complete the work. Oral instructions can also be recorded so that children can listen to their teacher giving the directions, again enabling them to be more independent. Teachers include a tick box on the documents children are completing to indicate what level of support they had to complete the work.

This document provides information requested by the Department for Education, for parents. This publication should be read alongside the School's own Blended learning Policy.