

Trinity and St Michael's CE/M Primary School

Remote Education Provision: Information for Parents

This information is intended to provide clarity and transparency to pupils and parents about what to expect from remote education where national or local restrictions require.

Our Remote Learning Policy can be found on the school's website in the section: COVID19 Latest Updates, Guidance & Support.

Curriculum Aim

Our Remote Education Plan is underpinned by a high expectation to provide a planned curriculum which is aligned as closely as possible to the in-school curriculum. Work is set that is of equivalent length to the core teaching that pupils would receive in school in a range of appropriate subjects with adaptations made to ensure that planned learning objectives are achieved remotely. Learning will be sequenced so that knowledge and skills are built incrementally through frequent, clear explanations of new content, delivered by a teacher or through high quality curriculum resources or videos. Teachers will check frequently whether pupils are engaging with their work and inform parents and pupils when engagement is a concern. Feedback will be digitally facilitated, sometimes whole-class when appropriate.

Approach to Remote Education

A **combination of approaches** will be used to teach pupils remotely. The range of approaches used will reflect the pupils age, stage of development and key stage of the pupil as well as the content of the subject.

Remote teaching approaches will **include**:

- Live teaching (also recorded for future viewing)
- Recorded teaching (video/audio recordings made by school teaching staff or teachers on sites such as the government endorsed and funded Oak National Academy)
- Websites supporting the teaching of specific subjects or areas including video clips or sequences
- Worksheets
- Project work/Research tasks
- Role Play/Games

A live teaching timetable is in place to limit the amount of live lesson timetabling clashes between siblings in a household where younger pupils may need more parental involvement to ensure engagement.

Engagement

The level of parental involvement to support pupil's engagement with remote education will vary. It is acknowledged, that Key Stage 1 pupils, including Year R, will require much higher levels of parental involvement to support their engagement, which makes digital provision a particular challenge for this age group and so a digital diet will not be the sole means of teaching and delivering. Similarly, some pupils may (including those pupils with Special Educational Needs) need additional support with accessing remote learning. In these cases, class teachers will work with families to make reasonable adjustments.

Expectations

The remote learning **code of conduct** outlines how pupils should engage with their online learning sessions. This echoes the expectations of pupils in lessons when in school and is designed to help pupils gain the most benefit from online learning.

Code of Conduct for Zoom Lessons

In order to help Zoom lessons run smoothly I will:

- Turn up on time for scheduled lessons

- Make sure I am prepared to learn (i.e., I have everything I need, and I am somewhere I can concentrate)
- Not unmute myself unless the teacher tells me to
- Not use the chat function unless my teacher asks me to
- Wear appropriate clothes
- Let my teacher know if I am unable to attend a scheduled Zoom lesson (My parents will send an email using the year group email)
- Not use a virtual background
- Remember that we are all trying to learn
- Be myself and respect others



Top Tips for using Zoom

- **Find a quiet place to work**
It can be very distracting with lots of background noise.
- **Make sure you are ready for your lesson**
Have you been to the toilet? Do you have everything you might need?
- **Wear suitable clothes**
You do not need to be in school uniform but please do not wear pyjamas to a lesson.
- **Remember where the camera is located**
Try to talk directly to the camera.
- **Audio Quality**
If possible, try to use a headset with an inline microphone.
- **Use Mute**

Accessing Remote Education

A weekly plan will be sent to parents, via the class email account, with all relevant information regarding their child's learning including passwords/logins on a Monday morning between 8-9am. These will also be placed on the school website.

School recognises that all home situations and childcare arrangements are different. There is an acknowledgment that some pupils will have varying/limited access to computer devices (priority may be given to a parent working at home or other siblings). Therefore, the work which is set has a weekly expectation/deadline and does not have a strict daily expectation or deadline. School appreciates that families may have to organise their child's day in relation to the whole family's needs. It is also appreciated that parents will apply discretionary judgements to their child's day, e.g., if the weather is good in the morning it may be more important to allow a child time outside than leaving it to the end of the traditional school day when it is dark and cold.

Staff will liaise regularly with their families and pupils via their class email account e.g. yearthree@croston-pri.lancs.sch.uk, Nearpod and the telephone. This communication is essential in order to establish and maintain feedback. Teachers, where it is deemed necessary, will adapt work and expectations for individual pupils and provide support for both pupil and parent.

Assessment

Staff will assess pupils' work via Nearpod (the platform in which pupils work will be returned to their class teacher), email or during live teaching and through quizzes and assessments set on personalised platforms such as Reading Eggs and Reading Plus. Feedback will be also be given to pupils during the dedicated, live weekly feedback session. This dedicated session will allow staff to correct any misconceptions, consolidate learning points and move pupils on in their learning to ensure a greater depth of learning.

SEND

Remote learning for those pupils with special educational needs and disabilities will, where possible, reflect the provision identified on their individual education plan. Support staff who work 1:1 with pupils maybe directed by teaching staff to liaise with pupils and their families to ensure learning is accessible and pupils learning experience is positive and successful.

Devices and Stationery

School will be able to loan out devices for the purpose of remote learning. When loaning equipment, parents will be required to enter into a loan agreement with school accepting full responsibility for the device and acknowledgement of the conditions of its use.

Traditional school stationery (exercise books/pencils) items will be available from school to support online learning.

Remote Education for Self-Isolating Pupils

Where pupils need to self-isolate, but the majority of their peer group remains in school, pupils will receive a learning letter for the duration of the isolation which reflects the teaching of the main cohort in school. Staff will liaise directly with families and classroom support staff will ensure engagement of the pupil is in line with expectations and give feedback to the pupil on the learning and tasks completed.