



Remote Education Provision at Newland St John's CE Academy: *Information for Parents*

This information is intended to provide clarity and transparency to pupils and parents/carers about what to expect from remote education where national or 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

Will my child be taught broadly the same curriculum as they would if they were in school?

We will teach the same curriculum remotely as we do in school, wherever possible and appropriate. Our topic themes, subject coverage and normal sequences of learning will continue, according to our curriculum planning. It is our intention that our children still feel fully immersed in our curriculum. However, we have needed to make some adaptations in some subjects. For example, making practical activities easier to complete at home, and adapting resources to make it possible to edit and be submitted electronically by children. You may also see that children are often directed to video clips that support their learning. As much as possible, your child will be set activities to suit their ability.

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:

Foundation Stage	Up to 3 hours per day
Key Stage 1	3 hours per day
Lower Key Stage 2 - Year 3 and 4	4 hours per day
Upper Key Stage 2 - Year 5 and 6	4 hours per day

It is important to build a positive home learning routine that includes regular breaks. You may find it useful for your child to use a timetable. A suggested timetable will be provided by the class teacher.

Accessing remote education

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

Foundation Stage parents and children need to access their learning through Tapestry - <https://tapestryjournal.com/> All learning activities, links, materials and support will be posted on this platform. All parents will be provided with login details.

Key Stage 1 and 2 children need to access learning through Google Classroom - <https://classroom.google.com/> All learning activities, links, materials and support will be posted on this platform. Pupil logins can be found inside your child's blue home learning journal.

If my child does not have or has limited access to an appropriate electronic device at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access or devices at home.

We can support in the following ways:

- Providing a Chromebook (laptop) for your child to borrow for the period of school closure (please note that we have a limited number of devices available).
- Providing support with technical issues you may have to help you and your child access digital remote learning.
- Provide reminders of your child's login details for Tapestry, Google Classroom and other online resources.
- Provide technical support to help you and your child submit their completed tasks and evidence of learning.

How will my child be taught remotely?

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

- Use of resources, materials and activities posted on Google Classroom for children to complete – both commercially available and teacher made
- Links to other online teaching and learning resources, e.g. Education City, Spelling Shed and Times Table Rockstars
- Use of digital books and audiobooks
- Recorded teaching and learning support video and audio clips – these may be clips pre-recorded by our teachers or from other educational sources, e.g. Oak National Academy
- Reading books, including ‘class reads’ and books to promote reading for pleasure
- Live, online lessons delivered by ‘Zoom’ or ‘Google Meet’ for Key Stage 2
- Virtual class meetings, using ‘Zoom’
- Setting of topic themed research activities and projects

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 our children to:

- ‘Check in’ online each school day to show they are ready to learn
- Keep a positive attitude towards learning and work hard
- Access remote learning and complete the activities set by their teacher.
- Submit their completed work and other evidence of learning
- Take an active part in live lessons and virtual class meetings

Parents should support their child by:

- Setting up good routines and a positive work ethic for their children
- Giving reminders to their child to complete tasks
- Supporting their child’s learning or seeking help from the teacher if they are unable to do this
- Helping their child to submit their completed work
- Providing regular breaks and exercise to promote positive mental health

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

Teachers and school leaders will check if children are engaging with remote learning **every day**. They will do this by reading and responding to comments; checking work that has been submitted, and monitoring any live lessons or virtual class meetings.

If we are concerned your child is not engaged with remote learning, we will contact you by telephone. If required, we will offer you support and advice to help increase home learning engagement.

How will you assess my child's work and progress?

Your child will receive regular feedback on the learning and tasks completed. Usually, this feedback will follow a child submitting their completed tasks or activities. Feedback will offer praise for effort and sometimes include specific ways that your child can correct their errors or address misconceptions. Feedback may also relate to the quality of work produced, including presentation. In some instances, the teacher may offer whole-class feedback, rather than to an individual pupil. For some activities, children will be provided with answers and asked to mark their own work. Younger children may need help from an adult to do this. All work and evidence of learning submitted by your child will help their teacher build a picture of how well they are progressing and their future learning needs.

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, 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:

- providing support in accessing and adapting the learning activities on 'Google Classroom' and 'Tapestry'
- providing adapted learning that meets the needs of your child.
- providing guidance on the best approaches for remote working for children with additional needs, including routines, timetables and rewards.
- Encouraging children with an EHCP to attend school during national lockdowns

Pupil Welfare

How does the school monitor the welfare of children during periods of school closure or when a 'bubble' is closed?

A welfare log is updated daily using evidence of pupil remote learning; contact through Google Classroom/Tapestry and other communication. We use this information to monitor the welfare of our pupils and offer support to families as appropriate.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

In the case of the school being fully open, and an individual child having to self-isolate, class work will still be set on Google Classroom/Tapestry, with teachers monitoring engagement. As much as possible, the remote learning provided for individually self-isolating children will follow the normal sequence that would be taught in class. In this situation, the response and feedback from your child's teacher may be reduced because they will be teaching full-time in the classroom.