

## **Remote education provision: information for parents**

This information is intended to provide clarity and transparency to students and parents or 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 students are self-isolating, please see the final section of this page.

### **The remote curriculum: what is taught to students 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 students being sent home?**

- In the first instance your child's teacher will be in contact to assign the relevant work via Tapestry (Early Years and Key Stage 1) or Microsoft Teams (Key Stage 2).

#### **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, PE gives options for equipment you may have at home and make suggestions that students can complete independently and in a small space – rather than team games.
- Teachers will review their long and short term planning to make reasonable adjustments in order for pupils to achieve to the best of their potential.

#### **How long can I expect work set by the school to take my child each day?**

- We expect that remote education will take children in Early Years and Key Stage 1 approximately 3 hours and children in Key Stage 2 approximately 4 hours.

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

- Tapestry (Early Years and Key Stage 1)
- Microsoft Teams for online 'live' events
- Microsoft Teams (Key Stage 2 for assigning all tasks and activities)

## **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 students may not have suitable online access at home. We take the following approaches to support those students to access remote education:

- Hard copies of all the lessons and activities may be collected or in some cases posted to parents (at a parent's request)
- Parents return completed learning when they collect the new set of lessons each week. This get passed on to appropriate staff members
- We have some laptops available which we offer to loan students when we are aware of difficulties. Parents who are loaned a laptop for their child are trained in how to use it to complete their distance learning remotely.
- If you are struggling to access online learning, due to an internet connection and/or device problem please contact [admin@stjosephs207.herts.sch.uk](mailto:admin@stjosephs207.herts.sch.uk). We will endeavour to help and support.

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

We use a combination of the following approaches to teach students remotely – we choose how to teach depending on the way we feel is most supportive of learning. Some examples of remote teaching approaches:

- Morning Live Registration, clarification of task for the day, live teaching where applicable;
- Daily pre-recorded phonics session for Nursery, Reception, Year 1 & 2;
- Afternoon Live 'End of Day' session. Early Years and Key Stage 1 often rotate groups of children to facilitate this; Reading focus;
- Weekly pre-recorded Assembly from Headteacher;
- Weekly lessons and activities posted on Tapestry and Microsoft Teams including daily English Lessons utilising The National Oak Academy; daily Mathematics using White Rose resources and in Year 5 & 6 The National Oak Academy. Weekly RE activity for all classes. At least one Foundation Subject focus every week for all classes;
- PSHE provision to support pupil wellbeing;
- Weekly pre-recorded PE session from PE Lead Coach for all year groups to access;
- Weekly SEN and focus 1 to 1 support with support staff using Microsoft Teams;
- Weekly 1 to 1 reading in Early Years, Key Stage 1 and Year 3/4.

**What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

- Hard copies are collected weekly by parents and completed learning from the previous week is returned at the same time;
- Parents check daily engagement on Tapestry or Microsoft Teams or with hard copies of activities;
- Parents support children to complete their work plan and juggle their home needs;
- Support your child to contact the class teacher if further support is needed e.g. through Tapestry, Microsoft Teams or email;
- Contact the school via [admin@stjosephs207.herts.sch.uk](mailto:admin@stjosephs207.herts.sch.uk) if further support is needed.
- Manage the difficult balance between supporting your child's wellbeing and engaging them in meaningful work. Where there are concerns about wellbeing, share with the school so they can offer support.

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

- Staff will keep a register of children's participation and engagement with attendance in live sessions and activities and tasks submitted. Parents will be contacted if there are concerns that a child who is not engaging;
- Student engagement will be checked on a weekly basis by the class teachers and discussed with the Headteacher;
- Staff meet weekly to discuss any concerns and when necessary, contact parents to raise concerns. We always prioritise the completion of Maths, English (including phonics), Science and RE above all other subjects.

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

- Bespoke comments via Tapestry with each task posted. In Key Stage 2, feedback will be via email on Microsoft Teams, this will also include quizzes and spelling tests. Teachers will also give verbal feedback during live daily sessions.

**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 students, for example students with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. A member of staff will be in close contact with parents and liaise the best form of support to meet the needs of the family:

- Individual training for parent and child on how to access Tapestry/Microsoft Teams and upload their learning
- Direction to specialist teaching videos (i.e. Oak Academy SEND section)
- Advice from outside agencies to help support where possible
- Risk assessments for pupils on EHCPs
- Offer of hard copy lessons
- Time learning in school with LSA support
- Microsoft Teams meetings with individual students
- Group teaching on Microsoft Teams

**Remote education for self-isolating students**

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

Where individual students need to self-isolate but the majority of their group (bubble) remains in school, remote education provided differs from the approach for whole groups. This is due to the challenges of teaching students both at home and in school.

- Every week teachers attach their teaching resources used in class onto either Tapestry (Early Years and Key Stage 1) or Microsoft Teams (Key Stage 2) with an explanation, therefore, parents and children receive an overview of the lessons in school. Parents and children can upload work, receive and make comments in the usual way. Hard copies available on request.
- Where possible the teacher will make phone contact or video contact via Microsoft Teams.