



## 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?

Both Key Stage 1 and EYFS will use Class Dojo as their learning platform to deliver their remote learning.

In Key Stage 1 a timetable for the first 3 days provision, will be uploaded on day one.

Lessons will be uploaded daily – always during the evening, in readiness for the following day's learning. This is in response to parent feedback during the first lockdown; parents preferred to see the work in advance.

Daily teaching will comprise of: Maths, Writing, Phonics, Handwriting and Science. The use of Oxford Reading Buddy for reading will also be available as will School Jam to support learning in Maths.

Other subjects will be planned for on a weekly basis. The first few days will include; R.E., Dance, Art.

In EYFS (Reception), a daily plan for the first 3 days will be uploaded on day one, with lessons uploaded daily as in KS1. For Pre-School children – a week's plan will be uploaded on day one.

Daily teaching for Reception children will comprise of: Communication and Language, Reading, Maths, Writing (Literacy), Phonics, Handwriting, Physical Development.

Other areas of learning will be planned on a weekly basis. The first few days will include: Understanding of the World and Expressive Arts and Design.

All areas of learning will be addressed for Pre-School children on the weekly plan, but it will not specify what should be completed each day due to the nature of the EYFS curriculum. Many activities will be experiential and based around story, games and play.



## 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?

- Where possible, the remote education curriculum will closely align with the curriculum in school. However, we have needed to make some adaptations in some subjects.

For example, resources may differ in order to support parents and carers delivering the schooling; videos for handwriting and phonic lessons and some aspects of maths lessons are uploaded. A video of a story will be shared daily too – our bed time story.

## 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	Every child will receive 3 hours a day of remote teaching:  This will consist of:  English (including reading, writing, phonics and handwriting) = 1 hour a day  Maths = 1 hour a day  Other subjects = 1 hour a day
Pre-school aged pupils	Every child will receive daily remote teaching:  This will consist of a weekly plan that covers all areas of learning. Parents can choose how many activities to do each day, responding to the needs and motivation of their child.



## Accessing remote education

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

Resources will be uploaded to Class Dojo for children to complete the following day. All planning can also be found on the school's website; [www.stjamesinfant.com](http://www.stjamesinfant.com)

Please refer to the 'Key Information' tab and select 'Remote Learning'.

### 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:

Parents should alert school as soon as possible if they have difficulties accessing online resources.

Hard copies of any work will be printed and school will work with families to provide safe delivery.

Planning of work has removed the need to print any resources as this is another resource families may not have.

Any child who has been identified as having difficulties accessing remote learning as a result of a language barrier are invited to join the school-based learning.

School conducted a technology survey during the Autumn term. The majority of children have access to a mobile phone. Others do have access to a laptop or tablet. Staff are ensuring that resources are mobile phone friendly.

### How will my child be taught remotely?

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

To ensure consistency of materials, teachers will use the following high quality resources and approaches:

- Recording teaching – video and audio recordings made by teachers / video clips
- Printed instructions and templates produced by teachers
- Oxford Reading Buddy – for reading
- Kinetic letters resources – for handwriting
- Storytime Phonics resources – for phonics



- Power Maths and School Jam resources – for mathematics
- Northampton Sacre resources – for R.E.

Commercially available websites supporting the teaching of specific subjects:

Mathematics	<p>NCETM resources: <a href="https://www.ncetm.org.uk/in-the-classroom">https://www.ncetm.org.uk/in-the-classroom</a></p> <p>White Rose: <a href="https://whiterosemaths.com/resources/primary-resources">https://whiterosemaths.com/resources/primary-resources</a></p> <p>PiXL resources: <a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a></p> <p><a href="https://www.Topmarks.co.uk">https://www.Topmarks.co.uk</a></p>
English Reading	<p>Literacy Shed: <a href="https://www.literacyshed.com/home.html">https://www.literacyshed.com/home.html</a></p> <p>Once upon a picture: <a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a></p>
English Writing	<p>Literacy Shed: <a href="https://www.literacyshed.com/home.html">https://www.literacyshed.com/home.html</a></p> <p>PiXL resources: <a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a></p> <p>Once upon a picture: <a href="https://www.onceuponapicture.co.uk/">https://www.onceuponapicture.co.uk/</a></p> <p>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a></p> <p><a href="https://pobbl365.co.uk">https://pobbl365.co.uk</a></p>
Phonics	<p>Phonics play</p> <p>Phonics Bloom</p>
Science	<p>PiXL <a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a></p> <p><a href="https://www.stem.org.uk/primary-science">https://www.stem.org.uk/primary-science</a></p> <p><a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a></p> <p><a href="https://explorify.wellcome.ac.uk/">https://explorify.wellcome.ac.uk/</a></p>
PSHE	<p>PiXL well being: <a href="https://www.pixl.org.uk/">https://www.pixl.org.uk/</a></p> <p><u>Feel Brave resources:</u> <a href="https://www.feelbrave.com">https://www.feelbrave.com</a></p>
Humanities	<p>BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a></p>



PE	Virtual Pacesetters - Programme Information Manual  Virtual Pacesetters - Classroom Breaks  Virtual Pacesetters - Schools - Mental & Physical Fitness Videos  <a href="https://www.youthsporttrust.org/coronavirus-response-and-support">https://www.youthsporttrust.org/coronavirus-response-and-support</a>  BBC Supermovers  Joe Wicks Active 5 and 8 minute moves
Art	BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a>
Computing	BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/primary">https://www.bbc.co.uk/bitesize/primary</a>  Scratch <a href="https://scratch.mit.edu/">https://scratch.mit.edu/</a>  <a href="https://www.barefootcomputing.org/">https://www.barefootcomputing.org/</a>  Apps to develop coding: <ul style="list-style-type: none"><li>• Beebot</li><li>• Busythings</li><li>• Cargo Bot</li><li>• Codespark Academy</li></ul> You can also try to include computing in the way they present their work to help with the information technology statements: <ul style="list-style-type: none"><li>• Word, Powerpoint, Book creator, Chatterpix Kids, Pic collage, Explain everything</li><li>• Typing <a href="https://www.typingclub.com/">https://www.typingclub.com/</a></li></ul> E-safety: E- books on e-safety, quizzes and other resources  <a href="https://www.youtube.com/watch?v=-nMUbHuffO8">https://www.youtube.com/watch?v=-nMUbHuffO8</a>  <a href="https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s">https://www.saferinternet.org.uk/advice-centre/young-people/resources-3-11s</a>  <a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>



## 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 will be expected to complete all activities each day. All of the activities will need a level of adult supervision. This is a consequence of the age range of our children.

Parents are asked to upload their children's work onto their personal profile page.

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

Teachers and Teaching Assistants will view uploaded work daily.

Prompt feedback will be given in line with our marking policy. Children will always be given a 'green for good' celebrating how well they have met the objective and a 'blue for better' which will highlight a next step or an area for improvement, as appropriate. Parents and Carers will need to share this feedback with their child.

Teachers will track engagement in all learning over a weekly period and will message parents via Class Dojo to offer support if a pattern of non-engagement is seen.

Teachers and Teaching Assistants will also make a weekly telephone call to the children to provide a well-being check, provide assistance and solve any potential problems.

### 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. Our approach to feeding back on pupil work is as follows:

Children will continue to receive immediate feedback in much the same way as they would do if they were in school. We shall use Class Dojo to message which will replace oral comments.

The work, parental observations and photos will contribute to ongoing assessment.

Teachers and Teaching Assistants will monitor and assess the work uploaded.



## **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

Individual programmes of work will be uploaded for children, so that specific targets can be addressed. They will be monitored by the Class teacher and Support Assistant.

Specialised resources will be sent home, so that parents can use them to support their child's learning.

All of the learning will focus upon practical application of skills and knowledge, using every day materials which enable tasks to be accessible for all.

Class teachers will upload videos to provide a visual support.

## **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?**

The remote learning plan will be emailed to a parent individually, or posted the class page on on Class Dojo.

The plan will closely align with the teaching in school.