



**St Blasius Shanklin C. of E. Primary Academy**  
*Enjoy and Achieve in the presence of God*

# Remote Education Provision: information for parents



22<sup>nd</sup> January 2021

## **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 page of this document.

### **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 remote learning 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?**

We will:

- Send pupils home with workbooks, sheets and other activities linked to reading, writing and maths to complete independently in the first instance;
- Message you, via Class Dojo, MS Teams, or email details of any on-line activities, websites, etc which will support learning;
- Provide details of online learning subscriptions (e.g. Bug Club and Times Table Rockstars) and
- Help you assist your child in logging on to these if they do not know their passwords.

### **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 might need to make some adaptations in some subjects.

### **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: There are [minimum expectations](#) for remote provision. We will “**set work that is of equivalent length to the core teaching pupils would receive in school, and as a minimum, 3 hours a day, on average, across the school cohort.**” We will provide:

- Up to 2 hours to Year 1 and 2;
- 4 hours of reading, writing, maths and a foundation subject to children in Years 3 – 6;

Early Years and Key Stage one children will also be provided with daily phonics practice. This could include online videos, or video material produced by staff in school.

## Accessing remote education

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

This will be delivered through a blended approach, using Class Dojo, Microsoft Teams, emails and paper-based tasks.

### 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:

- We will issue or lend laptops or tablets to pupils in Years 3 to 6, and to vulnerable children, where these are available. These will be prioritised according to need. Please contact us using Class Dojo, email or phone if this is required.
- We will issue or lend devices that enable an internet connection (for example, routers or dongles), where this is required and available.
- Pupils can access any printed materials needed if they do not have online access. Please contact us via Class Dojo, email or phone if this is required. This work will need to be collected and returned regularly / as outlined by teachers.
- Pupils can submit work to their teachers if they do not have online access by photographing and sharing work via Class Dojo. If this is not possible, or you experience any difficulties uploading images, contact us via Class Dojo, email or phone and we will work with you to provide an alternative.

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

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

- 'Live' teaching (online lessons with our staff);
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by our staff);
- Printed paper packs produced by teachers (e.g. workbooks, worksheets);
- Textbooks and reading books pupils have at home;
- Websites and/or TV programmes and
- Long-term project work and/or internet research activities (as per the guidance, we will avoid an over-reliance on these approaches).

## **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 children learning remotely to:

- Be contactable during the school day – the academy recognises that pupils may (and should) not always be in front of a device the entire time;
- Complete and return work to the deadline set by teachers;
- Seek help if they need it, from teachers or teaching assistants;
- Alert teachers if they're not able to complete work and
- Comply with our Remote Learning Home School Agreement.

We expect parents to:

- Set up a sensible routine for helping your child to engage with learning;
- Make us aware if their child is sick or cannot complete work;
- Seek help from us if you/your child need/s it;
- Ensure that work set is completed and returned how and when agreed with staff;
- Be respectful when making any complaints or concerns known to the staff, following our usual Complaints Policy if required and
- Comply with our Remote Learning Home School Agreement.

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

- Staff will be checking, at least weekly, whether pupils are engaging with their work, and we will inform parents immediately where engagement is a concern; this will be done through monitoring portfolios and/or posts on Class Dojo and/or MS Teams, or through other agreed approaches if pupils do not have access to IT.
- Where engagement is a concern, staff will inform parents and carers via Class Dojo, MS Teams, email and/or telephone calls.
- If these concerns are not resolved, teachers will discuss them with a member of the SLT, who will make contact parents in an attempt to identify any issues and offer possible solutions.
- The teachers, SENCO and Family Liaison Officer will collate information on engagement and well-being. The Principal will report this to the local governing board.

## **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:

- Staff will gauge how well pupils are progressing through the curriculum using questions and other suitable tasks, and provide feedback, at least weekly, using digitally facilitated or whole-class feedback where appropriate.
- As a result, staff will adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.
- Staff will also provide feedback to parents/carers.

## **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:

- Staff, including our SENCO, will work with families to support the delivery of remote education for pupils with SEND through differentiated tasks.
- Where necessary, 1:1 bespoke support will be provided by the SENCO or designated LSAs.
- The SENCO and Family Liaison Officer will collate information on engagement and well-being. The Principal will report this to the local governing board.
- We will also work with families to deliver remote education for younger pupils, for example those in Reception and Year 1, through providing examples of learning that can be achieved through play-based activities.

## **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?**

- We aim to provide the same approaches outlined for all pupils above where individual pupils need to self-isolate; we recognise this may not always be possible.
- Work will be set immediately, with a home learning pack either sent home with the pupils, available for collection or emailed to parents and carers, as appropriate. This will be a short-term solution.
- After 72 hours, the children will be set work, preferably daily. An adapted learning plan will be sent to the student. This will be reflective of what has been taught in class on the previous days.
- Some activities may need to be returned to school for marking / inclusion in the children's class workbooks as absence is likely to be more short-term in this instance compared to national / local lockdowns.

We hope you have found this information a useful overview. If you have any questions about our remote learning offer, or you are unhappy with what is being provided, please contact us by telephone or email as below, or through Class Dojo.

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