

"Let your light shine" Matthew 5:16

St. George's C of E First School and Nursery is a community of happy, confident people, who are empowered and inspired to excel.



Our commitment to enabling everyone in our school community to "shine" remains as strong as ever but we all recognise that our pathway to getting there may look a little different at the moment...

Information for parents about remote education provision

January 2021

This document provides clear information about what you, as parents and carers, should expect for your children during periods of school closure or pupil isolation relating to COVID-19.

What is remote learning?

Remote learning means learning away from the school site. At St. George's we have adopted a 'blended' approach to remote learning.

We recognise that many of our children are learning to communicate in English and therefore need lots of hands on, practical learning experiences and opportunities to talk in English and in their home language to develop their skills. It is therefore important that our remote education provision reflects this need.

We also know, that when learning a new language, learners of any age, benefit from a highly structured approach that is tailored to their particular stage of learning in that new language.

To be effective, remote learning provision for pupils at St. George's needs to involve a mixture of online learning opportunities, hands on activities and for many of our children, opportunities to speak with others in English.

What should I expect for my child in the first day or two of being at home?

In order to prepare for a longer period of remote education, we will put in place temporary arrangements so that your child experiences some new learning and has the opportunity to secure their previous learning too. This approach also supports the mental health and well-being for your child and family as you adjust to a period of self-isolation or lockdown.

Learning activities will be set for children via Education City. To consolidate their on-going learning in maths all children from Reception to Year 4 have logins for NumBots and Times Table Rock Stars. Children in Years 1, 2, 3 and 4 also have logins for Spelling Shed too. The login details for Education City, NumBots, Times Table Rock Stars and Spelling Shed are stuck inside each child's home reading diary for ease of reference. If you are unable to find your child's login details, please phone or email school and a member of staff will provide you with this information. The school's phone number is: 01527 62263 and our email address is: office@sgf.endeavourschools.org

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 aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations with some topics and areas of the curriculum.

For example, Nursery and Reception were due to do a thematic topic based around the story "The Naughty Bus" in the spring term 2021. This topic would have involved lots of hands on concrete experiences, including a ride on a bus around the local area. Clearly it would not be possible or safe to do at this time due to COVID-19, so instead Nursery and Reception are doing a topic based on the books written by Julia Donaldson. This topic lends itself far better to learning remotely and complying with the protective measures and hygiene controls that need to be in place as there are many more online resources and there is greater scope for outdoor activities that enable our families to comply with COVID-19 restrictions e.g. making stickmen outside in the garden or in a local woodland or going on a Gruffalo hunt in the garden/immediate locality.

A further example is in Key Stage 2, where the PE curriculum we intended to deliver involved netball and basketball in the spring term. Due to the close contact between players in these team games it would not have been appropriate to continue planning for learning

in these areas. In order to support learners who are at home the leader for PE and sport has made videos to support the development of the some of the key skills these games would have promoted but in the context of being at home e.g. videos of fitness routines that develop upper body strength and hand-eye co-ordination.

During extended periods of lockdown/self-isolation we will continue to keep our planned curriculum under review and make adaptations to ensure our expectations can be met via remote learning provision.

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

	EYFS – Nursery and Reception Basil and Chilli classes Mrs Harley and Miss Kemp	Key Stage 1 – Years 1 and 2 Chive, Elderflower and Juniper classes Mrs Browning, Mrs Evans and Miss Garrigues	Key Stage 2 – Years 3 and 4 Peppermint, Tarragon and Thyme classes Miss Round, Mr Abbot and Miss Haines
English – phonics, reading and writing	1 hour	1 hour	1 hour
Maths	45 minutes	1 hour	1 hour
Topic – all other areas of learning and the curriculum	45 minutes	1 hour	2 hours
Total	2 ½ hours	3 hours	3 – 4 hours

In addition to the teaching and learning activities that are explicitly set by your child's teacher. Children in Reception, Year 1, Year 2, Year 3 and Year 4 can consolidate and secure their knowledge and skills in other on-going areas through the use of NumBots, Times Tables Rock Stars and Spelling Shed. For children in Years 1, 2, 3 and 4 this can account for a further 30 – 45 mins of learning per day.

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

We are constantly evaluating the effectiveness of our remote learning offer and strive to make it as strong as possible for all our children. As a result, our provision is evolving and improving all the time. This document will be updated every 3 to 4 weeks to reflect the developments and improvements we are making to strengthen our remote learning provision.

Currently, we have class email addresses and the parents of all children in a class have been added as contacts to the class email addresses. This means that we can send weekly emails with a suggested timetable for the week, together with links to videos, activities and further websites with suggestions, prompts and ideas. In Reception 'Tapestry' is used as the online platform for this to happen. Parents are encouraged to use this email address to seek advice, clarification and support for teaching and supporting their children with learning particular concepts. We also actively encourage parents to share photographs of the learning and activities their child has completed at home.

The online tools we are currently using include:

- Education City
- Times Tables Rock Stars
- NumBots
- Spelling Shed
- DuoLingo
- Phonics Play

We are also about to launch:

- Wider and more targeted access to the Oxford Owl reading materials
- Flash Academy (specifically for learners who are at the early stages of learning English)

To support the emotional well-being and promote the mental health of our learners we are also hosting class 'parties' via MS Teams and Zoom.

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:

- Loaning school or DfE laptops to families
- Encouraging families to apply for enhanced digital access
- Accessing routers and 4G devices on behalf of our families

- Offering SIM/data cards to our families
- Delivering personalised home learning packs to families

Please contact the school for further details about any of these options. The school email address is: office@sgf.endeavourschools.org and our phone number is 01527 62262. If, from our ongoing records, it appears that your child is struggling to access the online learning opportunities they will discuss these options in more detail during the weekly 'keeping in touch' phone call.

How will my child be taught remotely?

Due to the larger than average size of many of our families we have decided that live teaching is not appropriate for the St. George's community. We understand that our parents and carers want to prioritise the learning of their older children and we do not want to add any further pressure to our families by insisting children attend live (one-chance to access) lessons. We therefore use a combination of the approaches to teach pupils remotely:

- Recorded teaching videos from St. George's staff
- Recorded teaching videos from other sources e.g. Oak National Academy, BBC Bitesize, Flash Academy, NCETM
- Printed paper packs which are tailored to the needs of each cohort and to the learning needs of specific children within each cohort
- Limited use of internet/research activities

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

Ideally, we would like your child to complete the sequences of learning for all the key areas of learning and for you to email in photographs, videos or scans of your child's completed pieces of work on a daily basis. However, we recognise that if you have several school aged children in your household this could be incredibly challenging and very stressful.

Ultimately, your well-being and that of your children is always our number one priority during this very difficult time.

Therefore, if you could aim for your child to engage in some form of remote learning 3 or 4 days a week and to send in photographs of what they have been doing once or twice a week that would be great. We do know that you will be doing lots of other things with your children that will benefit their learning and development.

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

Each week teachers will evaluate your child's engagement with the remote learning provision. We will use this information to identify target groups of pupils/families where further support to bring about stronger engagement is needed. Where we have concerns, we will discuss these with parents and carers during our weekly keeping in touch phone calls and we will always take a sensitive, understanding and supportive approach to bring about stronger engagement. For example, by providing additional physical and online resources, talking to your child to provide direct feedback and improve their motivation or provide information about how to structure a daily routine during lockdown to support the development of routines that will help your child's mental and well-being.

If there is no evidence of children engaging with remote learning and we are unable to achieve a response from parents or carers via email or phone, a member of the school's safeguarding team accompanied by another member of staff will undertake a home visit. Home visits will always be undertaken in pairs and all the hygiene controls and protective measures that are in place in our risk assessment will be observed e.g. social distancing will be observed, staff will sanitise/wash their hands before and after the visit, staff will not enter the family home, staff will wear face coverings etc. Please see the updated Safeguarding and Child Protection Policy for further details.

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:

- *If parents have taken photographs or scans of children's work and emailed it to the class email address the class teacher will always respond within 24 working hours with positive and constructive feedback;*
- *When children have access learning tasks on Education City, activities on spelling shed, NumBots and Times Tables Rock Stars teachers give feedback via email or via the weekly 'keeping in touch' phone call.*
- *If the work that is shared, is of a particularly high standard the class teacher will forward to a member of the SLT who will then either write a letter to the child concerned, make a short congratulatory video to be sent to the children or make a phone call home to congratulate the child in person;*

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 those with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the challenges this may pose for families, and we will work closely with parents and carers to support those pupils in the following ways:

- o *Any pupil with an Education Health and Care Plan (EHCP) has been offered the opportunity to attend school.*
- o *Any pupil with an EHCP who is not in school, receives regular phone or email contact with their class teacher and teaching assistants.*
- o *Where needed, all pupils with an EHCP have been provided with laptops to support remote learning.*
- o *Very close monitoring of their levels of engagement with the remote learning provision that has been made available by the school;*
- o *Remote learning provision (via home learning packs, tasks set on Education City) that is personalised and tailored to the individual needs of children;*
- o *Review individual provision map targets with parents via phonecalls and establish new provision map targets or objectives collaboratively whilst also*

finding out what additional support or resources need to be put in place in order for your child to make progress towards meeting these targets;

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?

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.

Roles and responsibilities:

Named senior leader with responsibility for remote education: *Marie Bradbury (Headteacher), supported by Adam Rivett (Deputy Headteacher) and Sarah Shakles (Headteacher at Crabbs Cross Academy).*

Date for review: *8th February 2021*