

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 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

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?

If the entire class or year group is not in school, work will be available on Google Classroom within hours of pupils being sent home, the same day.

If individuals are isolating, work is available on eSchools immediately from Monday Morning.

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, at times, we need to make some adaptations in some subjects, which require professional teaching (input) or equipment. For example, Art, D&T, PE and Science will all need to be adapted due to lack of resources at home.

In addition, there is less timetabled time, so certain subjects become less frequent than they would in school.

There is no timetabled time for spelling and reading – this should happen daily, around set online learning (but support and work will be given weekly to enable this).

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:

Key Stage 1	(Number of hours – there are minimum expectations for remote provision. Consider breaking this information down by year group if applicable)
Key Stage 2	3 hours
Key Stage 3 and 4	

Accessing remote education

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

The children will need to log onto Google Classroom to access their work when a class or year group are out of school.

Individuals isolating, need to access learning through eSchools.

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:

- The Headteacher will decide how we will issue or lend laptops or tablets to pupils. Parents or carers can find more information by contacting the school office: admin@shinfield-st-marys.wokingham.sch.uk
- The Headteacher will decide how we will issue or lend devices that enable an internet connection. Parents or carers can find more information by contacting the school office: admin@shinfield-st-marys.wokingham.sch.uk
- Pupils can submit work to their teachers if they do not have online access by mailing copies of the work to the school office: by post/mail, or admin@shinfield-st-marys.wokingham.sch.uk
- Printed “packs” of work can be collated – this is not an ideal situation as this work will be less focused and more generic, due to lacking video/PowerPoint resources to match them. This would be in an extreme circumstance of lack of resources for online remote learning. .

How will my child be taught remotely?

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

- live teaching (Google meet once a day)
- recorded teaching (Oak National Academy lessons, video/audio recordings made by teachers, White Rose maths videos, Clips)
- reading books pupils have at home and using online libraries (Epic, Nessy)
- “write on” worksheets set and handed in through Google classroom, to reduce printer dependencies.
- commercially available websites supporting the teaching with specific subjects or areas, including video clips or sequences (My Maths, White Rose Maths, Epic books, Oak academy)

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?

- As a bare minimum, we expect children to complete the Maths and English work that is set.
- Parents should start their child off in their learning – spending at least 10 minutes per lesson (3 in a day), supporting their child to begin work
- It is important that parents encourage and support their children to engage as much as possible with the remote learning work.
- Parents need to manage the time their child works for – if it exceeds an hour per subject, they can choose to stop if it is causing fatigue or distress
- It is vital parents respect the management and delivery of home learning, given by trained professionals, who are considering a variety of needs and supporting an entire class/year group
- Work handed in late is at risk of not getting feedback. It is easy to miss late work; however, we will aim to mark all work.
- Parents should be flexible and adapt their individual plan to fit that of the year group and school. This is about management of the whole class, year group and school, not individuals. We will be compassionate and accommodating where we can, but parents need to consider more than just their own context.
- Parents should be monitoring their child's learning; they should be aware of what their child is "handing in."
- Where answers are provided, children or parents should check work against these before sending – to identify any major errors or misconceptions.

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

- We will keep track of all the work that pupils submit.
- If a child is submitting work, but it is not of suitable standard, we will start by sending private messages through Google Classroom or ask them to stay on the call at the end of a Google Meeting.
- If a child isn't engaging at all, an email will be sent to their parents to offer our support and to try to further understand individual family circumstances which may be causing a barrier to pupil engagement levels.
- Where possible, parents should be aware of how much learning their child is doing, and support them to complete 3 hours per day. They should be aware of what the "handed in" work looks like: to ensure they too are happy with the standard.

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:

- In line with the marking policy, pupils will receive one detailed mark in English and Maths per week. This could be written or verbal feedback through Google Meets.
- In addition to this, they will receive feedback on the daily sessions (3 comments per day).
- Where the work is completed without issue, the comment may be brief
- Extended comments will be used to solve misconceptions and offer support
- Further group feedback will be given on Google Meets, if a number of children share an issue/misconception

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:

- Pupils with an EHCP will receive work set in line with this.
- The inclusion manager will be asked to provide individualised work for those with an EHCP plan, who cannot access the online learning.
- Programs such as Nessy, MyMaths, etc. To be used to support these children.

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?

- Children will be able to access a variety of home learning on eSchools, not Google classroom
- Children will complete complementary work/activities which will differ from those taught in school – they will focus on independent work which doesn't require too much adult input
- Children will be in charge of their own timetable, all work will be made available online (but not set at different times, like with Google Classroom).
- There will be no Google Meets sessions
- Children will submit work through eSchools or through the office email address