



St. James' Church of England Primary School, Handsworth

Let Your Light Shine

Matthew: 5:16

Remote Education: 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?

All children will be provided with a two-week work pack relevant to their ability. This will be structured Day 1 Maths, Day 1 English, Day 1 Topic and so on. A bespoke work pack will be provided for children with SEN.

Online learning will be provided via the school website, appropriate for all year groups. Subscribed to online programs to support the curriculum. These will be reviewed and updated on a regular basis. Along with their work packs, children will be issued with their log-ins/ passwords to take home in order to access the following sites:

Maths – Education City, White Rose Maths Hub, Times Table Rock stars, Discovery Education, Primary Homework Help. Twinkl

Writing and Spelling – Oak Academy, SPaG.com, BBC Bitesize, Primary Homework Help, Twinkl

Reading – Bug Club, BBC Bitesize, Primary Homework Help. Letters and Sounds (Phonics), Twinkl

Foundation Subjects – Oak Academy, BBC Bitesize, Discovery Education, Primary Homework Help, Twinkl, Junior Jam Home Learning Portal

All pupils will then receive a program of teaching that supports the work pack that the children have taken home, and is equivalent to the core-teaching pupils would receive in school. This will be provided through 'live' daily online lessons led by the class teacher and the teaching assistant via Microsoft Teams. Lessons will be clearly sequenced, linked to the St James School curriculum, will cover the relevant programmes of study for each year group and will ensure progression.

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?

If local or national restrictions require entire cohorts (or bubbles) to remain at home, we will ensure 'live' remote learning is available the next day and in such circumstances:

- We will aim to teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects. For example, science experiments may not be possible at home so a video explaining a process may be used instead.

As outlined in Ofsted's latest guidance 'What's working well in remote education?' We will:

- Avoid offering too much new subject matter at once and make sure key building blocks have been understood fully first.
- Consider the most important knowledge or concepts pupils need to know and focus on those.
- Focus on practising and developing existing knowledge and skills such as phonics, spelling, arithmetic.

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:

Year Group	Total number of hours a day delivering 'live' lessons	Break down of subjects and timings e.g. Maths x 1 hour per day	Any other set time given to online learning e.g. 2 x 30 mins Bug Club
EYFS	2 hours 20 minutes	Literacy 9.00 - 9.20 Phase 1 phonics 9.30 - 9.50 Phase 2 phonics 10.00 - 10.20 Phase 2 phonics 10.30 - 10.50 Phase 3 phonics 11.00 - 11.20 Maths 1.00-1.20 Storytime 2.30-2.50	Bug Club/Education City/Oak Academy x 1 hour per day Independent work packs
Y1	3 hours	Phonics 9:30-10:00 Literacy 10:00-11:00 Maths 11:00-12:00	12:00-2:30 is online independent learning.

		Story Time 2:30-3:00	Oak Academy lessons, Education City, Bug Club and CPG books.
Y2	3 – 3.5 hours	Maths 9:00 – 10:00 Literacy 10:30- 11:30 SPaG/Phonics – 11:30 12:00 Topic 1:00- 2:00	30 mins x 3 Bug club 30 mins x 2 Playing Phonics CGP Books
Y3	2.5 hours	9:30- 10:10- Maths 10:20- 11:00- English (Reading/ SPAG focus) 11:05- 11:50- Topic 11:50- 11:55- Mini workout (This slot is moveable, it may take place mid-morning between sessions) 9:30 – 12:00 is 'live' We remain online to answer questions through the chat feature until 2pm.	1pm- 2:30pm is independent learning. -Complete any activities from am sessions. -Follow up research activities from am. -Discovery Education Espresso online (directed work) -20 mins TT rockstars/ practicing times tables daily. -Daily reading - Bug club (3 x 30 mins per week) Encouraged to shared read (2 x per week) with a family member. -Education city (self- led learning) -CGP books
Y4	3 hours	9.00 - 10.00 Maths 10.30 - 11.30 Topic/Literacy 11.30 - 12.00 Spelling 1.30 - 2.00 Reading	Afternoon session (2.00 - 3.25) is independent learning. Children are directed to go to Bug Club, TT Rock- stars and Education City as well as completing SPAG book- let.
Y5	2.5-3hours (2 hours are timetabled but the meetings always go on longer)	Maths 9.30-10.30am (Live Teaching) 10.30 – 11:00 Maths Oak Academy Link 11:00 - 11.30 Literacy Oak Academy Links 10.30 - 12.30 Independent learning time but we are on chat helping and answering questions or have had meet- ings with children who need it. 1 hour literacy 1.30-2.30pm (Live teaching then go through all the challenges of the day)	After work is complete - Di- rected to TT Rockstars (20 minutes), Education City they have been set 30 – 45 minutes a day work, Bug Club (said to read a book a day). 2.30 - onwards directed to ICT (Mon) Topic sheets/Research (Tue), Joe Wicks PE (Wed) Bug Club, Education City, Dis- covery Education, BBC Bitesize (Thu/Fri)
Y6	2.5 - 3hrs	Maths 9.30-10.30 Literacy 11.15 - 12.15	Directed to complete tasks set from session if required.

		<p>Topic 1.45 - 2.45</p> <p>Two sessions are fully live from start to finish and we meet to introduce the other session to set objectives/tasks etc. We are then online for questions.</p>	<p>TT Rockstars/Bug Club</p> <p>CPG books used when needed</p>
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Please note these are approximate time allocations and families do not have to spend the exact amount of time on each activity.

Accessing remote education

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

Pupils will receive a program of teaching that supports the work pack that the children have taken home and is equivalent to the core-teaching pupils would receive in school. 'Live' daily online lessons will be delivered by the class teacher and teaching assistant via Microsoft Teams. Lessons will be sequenced and linked to the St James School curriculum. Further resources linked to the lessons i.e., links to Oak Academy lessons will be emailed to the children.

Links to online resources can be accessed through the school website at <https://www.stjamesce.bham.sch.uk> and clicking on the 'Whole School Home Learning' tab. Children will be regularly issued with their log-ins and passwords in order to access the school's subscribed online programs from home – BGFL, Education City, Bug Club, TT Rockstars, Discovery Education, Hobgoblin Theatre Company, Junior Jam Home Learning Portal

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:

As a school, for each year group, we will audit family access to devices and Wi-Fi that are available for online learning through a parent questionnaire.

We have the provision to offer parents/ pupils across the whole school the opportunity to 'loan' a laptop for the remainder of the academic year (specifically aimed at families who have limited access to technology or have multiple children learning at home). These laptops will be controlled and managed by the school to ensure safety and security when used.

We will aim to provide Wi-Fi access for families if needed through the purchasing of dongles. A Home/ School Agreement will be shared and signed prior to collection of the device.

We will provide structured work packs every two weeks to our pupils. These will be aligned to the curriculum and provide meaningful work. We will also provide additional work books tailored to the year group and a set of stationery and an exercise book. Any pupil who completes paper learning can send a photograph through to the home learning or their class email.

How will my child be taught remotely?

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

We use a variety of different remote teaching approaches. These include:

- Live teaching (online lessons) via Microsoft Teams
- Recorded teaching (e.g. Oak National Academy lessons)
- Printed paper work packs produced by teachers
- Subscriptions to Online programs to support the curriculum including: Education City, Bug Club, TT Rockstars, Discovery Education, Hobgoblin Theatre Company, Junior Jam Home Learning Portal
- Purchasing workbooks from reputable companies i.e. CGP to support learning in Maths and English.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. BBC Bitesize, White Rose

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 should engage in as much home learning as they can.

Parents and carers should support their children in as much of the home learning as they possibly can and we ask that you support the school in reinforcing positive behaviour and attitudes to learning.

Where a laptop has been loaned from school, we ask that parents and carers support us in encouraging their child to access the live lessons.

We appreciate that often parents and carers will be juggling multiple children and working from home when accessing remote learning. We are here to support them in balancing their commitments and ask they contact us if they are struggling, so we can support them with different approaches and/or resources.

How will you check whether my child is engaging with their work and how will you inform us there are concerns?

Teachers will take a daily register to keep a record of and monitor their pupils' engagement in live lessons – am/pm sessions.

Teaching assistants will make 'well-being' calls once a week to the parents of pupils who have not accessed any of the online lessons. They will check to see how they are doing, how they are getting on with their work pack, encourage the children to access the online lessons if they can, ask if they have any questions about the work and direct them to other activities/ resources if needed.

The teaching assistants will then record a summary of each phone call on the register which will be viewed by the class teacher, who can follow up any concerns, give further support etc.

After weekly phone-calls, DHT to make follow up calls with any families with whom we have not had contact with.

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:

Formative assessment will take place daily as it does in school, with individual, group and whole class feedback, marking etc. taking place during the live lessons.

Quizzes will be marked automatically via BGFL Forms.

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:

Children with EHCP's will receive a personalised work pack linked to their EHCP targets and educational or developmental needs. Laptops will be offered to these families, so that the children can be supported through online live 1-1 sessions, led by a member of staff who is familiar to the child. Regular phone calls will be made by the SENCo to the families of EHCP children to check on their well-being.

Children on the SEND register will receive a work pack tailored to their targets and their current levels of attainment. This will be supported through online live small group teaching/ support led by the teaching assistant.

Where parents and carers are struggling with supporting the remote learning of their child, we ask they contact us immediately to discuss how we can further support.

All remote learning is planned and organised to suit the age range of the pupils; learning opportunities for our younger pupils (Reception and Year 1) will focus on smaller units of activity and will include visual, audio and physical learning opportunities to encourage maximum engagement.

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 main difference is that the children will not have the live teaching via Microsoft Teams, as the teachers will be teaching the children in school.

Children self-isolating will receive work they can access and complete at home through BGFL's 'Shared Files'. Here they will be able to retrieve worksheets/ power points, links to activities/ resources that will allow them to access some of the learning that is currently happening in the classroom.

Parents or carers can call school to ask for any advice or support during the self-isolation period.

This policy will be under constant review as the school's remote learning offer is further developed.

Date of Policy: January 2021

Member of Staff Responsible: Jenny Hanson (Deputy Head Teacher)

Written in line with the OFSTED Guidance 'What's working well in remote education'

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