Learning, growing, achieving-TOGETHER

St Meryl School
Remote Education Provision

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?

Parents by now will have been requested by telephone or email whether they have access to the internet and a device.

Pupils with access to laptops and tablets will be immediately using work set on Google Classroom. In the event of a bubble closure, slides and resources will be reformatted so that they are able to accessed on Google Classroom/ Tapestry. Teachers will begin to create video content to help explain the lessons. Teachers will begin to provide feedback to the learning of the pupils. Fix-its for the pupils will be added, as per our marking and feedback policy. As close as possible, class teachers will attempt to reproduce the usual school day, and stick to the pupil's timetable.

Pupils without access to the internet/ devices will either:

- Sign our school/ parent lending agreement form and loan one of our devices
- Use the access to internet schemes as offered by the government (Get internet access - Get help with technology - GOV.UK (education.gov.uk))
- have paper copies made of the work for the first 2-3 days made, and placed in the reception area for collection. There are 2 boxes for this. One for Early Years/ KS1, and one for KS2.

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?

- Yes. Our aim is to provide the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, due to the imbalance of parents working from home themselves, often online and through Zoom, Teams etc; limited devices and slow internet connections due to many people in the household being online at the same time) we pre-record video content, so that pupils can access them in their own time.

Remote teaching and study time each day

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

The remote education provided should be equivalent in length to the core teaching pupils would receive in school and will include both recorded or live direct teaching

time, and time for pupils to complete tasks and assignments independently. The amount of remote education provided should be, as a minimum:

• Key Stage 1: 3 hours a day on average across the cohort, with less for younger children • Key Stage 2: 4 hours a day

Accessing remote education

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

Early Years (Nursery and Reception) - Tapestry

KS1 and 2 – Google Classroom

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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

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- have paper copies made of the work for the first 2-3 days made, and placed in the reception area for collection. There are 2 boxes for this. One for Early Years/ KS1, and one for KS2.
- Pupils who are working from paper-based copies of the work may submit their work by bringing it back to the drop-off point, and marking on the envelope “completed work”, This will in due course be marked after a 72 hour quarantine period, and then returned.

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- Pre-recorded video lessons explaining the work for lessons.
- Regular surgery sessions (teachers being available to discuss any issues with learning with the pupils).
- PE sessions led remotely (pre-recorded) from our 2 PE providers.
- Music sessions using Charanga – a self-led web based programme of study.
- Spanish lessons using Twinkl (web based lessons) added by staff members.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- long-term project work and/or internet research activities (for example, in Diversity Week, there will be a more open ended, cross curricular approach to learning).
- Classes will have a weekly well-being meeting with their teacher.

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?

- All children should be engaging in remote learning daily, and as much as manageable for families, handing in work for feedback.
- Parents should support their child's education by setting routines for their children. This includes providing break times where children are not looking at screens. For younger children initially, parents should assist them with handing in any work that has been set.
- Parents of children who are having difficulties accessing the online learning may contact class teachers for support.

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

In this section, please set out briefly:

- Teaching staff will inform the Head Teacher/ Deputy Head on a weekly basis, if there are pupils not engaging with learning.
- The Head/ Deputy will contact the parents to see if they need any support. This will be either by phone or email.
- After 3 attempts, and still no response, the Local Authority will be contacted for guidance.

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:

- Teachers and Teaching Assistants will mark work as close as possible to our marking and feedback policy. This will include providing Fix-Its on the documents themselves, general comments in the feedback bar.
- Teachers will be available to provide feedback to pupil work in Google Meet surgeries, or class well-being meetings.
- Teachers will write comments to parents of Early Years pupils so that they can read them to their children.
- Star of the Week assemblies will also provide feedback for children of particularly good examples of work.

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:

- Providing extra “call-in” sessions for pupils to talk to their class teachers or teaching assistants wherever necessary.
- Providing a choice of challenge, where pupils can access work that suits their needs.
- In some particular cases, specifically individualised programs of work created.
- Phonics and pre-recorded video sessions for Early Years and KS1 pupils.

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?

Work that is taught to the class in school will be reproduced on Google Classroom or Tapestry. If parents cannot access this work, they will contact the school and alternate provision will be made. This will be assessed but not in as greater depth due to the class teacher being in school, and the possibility of the child being affected by illness.

C. Davies

Head Teacher, St Meryl School

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