

**Remote Learning at St John's Infant and Nursery School
From 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 section 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 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?

At St John's we make regular use of Goggle Classroom. Due to this, in the event of closure will be offering live lessons on the same day.

Home learning packs will also be made available for pick up by parents from Fair Field Junior School on an allocated time slot. These packs may consolidate the previous 2 weeks learning and support up-coming lessons.

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 where it is appropriate. However, we have needed to make some adaptations in some subject skills. For example, it is unlikely that families will have appropriate resources at home for practical subjects such as Music or Design Technology, so where this is the case these skills will be taught once the children return to school e.g. using a hack saw and playing the recorder.

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	3 hours a day. We will provide 3 live or recorded taught lessons each day – English, Maths and a foundation subject with differentiated follow-up tasks set. Daily phonics with a task will be provided alongside a home leaning pack with 2 activities to be completed each day plus additional time spent reading. Children may at times be directed to online websites to support teaching.
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Accessing remote education

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

Live lessons, recorded lessons, worships and follow up tasks will be accessed via Google Classroom. Google Classroom is used with every year group.

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 have a small number of ipads available to loan to pupils. Parents/carers will be expected to sign a loan agreement before borrowing a device. Pupils with limited or no access will be prioritised.

Please contact Mrs Aharon (Executive Head teacher) via admin@stjohnsradlett.herts.sch.uk if you believe your child will need support for online learning.

If a parent or carer informs us they need internet connection, we also have SIM cards available to support families at home. Please also email Mrs Aharon via the school office.

Printed work packs will be supplied to support the child until access is made available.

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:

- Live teaching
- Recorded teaching by school staff
- Home learning printed paper packs produced by teachers
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or games; e.g. phonics play
- Open-ended activities and challenges, such as artwork

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 **every** child who is well to engage in remote learning, to submit their work and keep in contact with their teacher. If a child is unwell, parents/carers should inform the school office in the normal way.

Our live lessons have the same set time each day and are recorded for parents to watch at a later date if they are unable to join the live session. One of the differentiated tasks that are set after each live sessions are expected to be submitted for marking and feedback from the teacher or teaching assistant. There is no expectation for work to be printed, activities will be set up that do not need printing and can be completed from the screen.

Home learning packs that has been sent home are expected to be returned to school for review on the return to school or on collection of the next pack.

We recognise that many parents/carers will also be working from home and therefore our pre-recorded lessons can be accessed at any time to enable families to manage their commitments. We recognise that, for some families, this may be during the evening or at weekends. We expect parents to provide a suitable time and place for each child to learn, to support children to understand what is expected of them and to monitor the completion and standard of work. We understand that our children are young but we do not expect parents to sit alongside their child continually but to encourage independence wherever possible.

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

- Teachers will keep a record of live lessons attended and work submitted. Any concerns will be passed onto the Head of School
- Where lack of engagement is a concern, parents will be contacted directly by either the class teacher or Head of School to identify any issues and request an immediate improvement.

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:

- During live lessons, questions and oral interactive activities will be used as part of the teachers ongoing assessment.
- Work submitted will be marked with some questions to help move learning on e.g. Now use an adjective to describe the boy. The feedback may be given by the teacher or the TA in the year group.
- In the event of staff sickness, there may be a delay in providing feedback. If this is the case, parents/carers and pupils will be informed.
- Small group sessions take place over the week which allow for more personalised learning.

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:

All the tasks set are differentiated allowing children choice. Appropriate differentiated work for children with special educational needs will be supplied by the class teacher with support from the SENCO as needed. This will be a mixture of reinforcement of key learning along with some challenges. Children should be able to complete most of these activities with minimal adult support.

Where needed we will provide interventions for children with special educational needs where they have interventions set by external professionals e.g. speech and language.

Home learning packs will be differentiated for children with EHCPs.

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?

If your child is self-isolating, his/her teacher will put as much of the learning undertaken in class as possible onto Google Classroom for your child to access from home. This will be in the form of set tasks and activities. Recorded phonics will also be set but there will be no live lessons.