



## 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?

On the first day of remote education, parents and carers should collect their child's learning pack from the school main entrance on Dacre Park. The pack will be relevant to your child's age and will generally include: an iPad with relevant pre-installed apps, including Seesaw and Zoom; reading books; writing books maths books; maths resources and stationery.

## 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 teach 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, classes may be combined for music, French and RE lessons. Design and technology will be delayed until we return to school as the projects require specialist resources and teaching that is difficult to do online. PE will also be focused primarily on fitness through the morning Zoom sessions with Mr Tobi.

## 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	3 hours
Key Stage 2	3-4 hours



## Accessing remote education

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

- School provided iPads for all pupils, along with headphones for all KS2 pupils.
- Three Zoom live lessons each day, using the Seesaw online platform for sharing children's work, assignments etc.
- Zoom breakout rooms for small groups supported by teaching assistants
- Powermaths workbooks taken home to follow up from online lessons.
- Online apps such as Times tables rockstars and Quizlet to help with knowledge retrieval

### 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:

- All children in our school are accessing remote learning provided by the school.
- Parents/carers can email [info@stmargaretslee.lewisham.sch.uk](mailto:info@stmargaretslee.lewisham.sch.uk) or phone the school for any digital or internet data support (no technical problem too big or small!)
- The DfE website <https://get-help-with-tech.education.gov.uk/about-increasing-mobile-data> flagged to all parents/carers to explore details of a scheme that may assist them
- Staff will monitor the usage of each child's learning platform and make contact with anyone not logging in or uploading learning

### How will my child be taught remotely?

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

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, Read Write Inc video lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- creative project work
- opportunities for social interaction through use of breakout rooms



## 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 attend lessons and parents should aim to ensure children are ready to learn at least 5 minutes prior to the lesson beginning. e.g. fed, dressed and free from distraction.
- Ensure that children complete any independent learning and upload work to Seesaw if required. Note that for younger children, parents may need to help with this.
- Encourage your child to do their best

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

- The attendance register is taken for online lessons. Parents and carers will be contacted in the event of an unreported absence. Our attendance procedures are the same as in regular school.
- Work submitted to the Seesaw online platform is monitored and assessed by the class teachers. If work is not submitted or is not of an acceptable standard, the teacher may ask the child to reattempt and/or contact the parent/carer to ask for their support.
- Teacher use a range of strategies within the lessons to engage pupils

### 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:

- Feedback is provided within lessons e.g. teachers may go through the answers to maths questions at the end of the lesson, questioning within class / breakout rooms
- Several online resources we use provide instant feedback and progress analysis that can be viewed by the teacher and pupil e.g. IXL, TTrockstars, Quizlet
- Extended pieces of work such as writing is often uploaded to Seesaw to allow the teacher to read, assess and plan follow-up accordingly.



## 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 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 who cannot access the class live lessons are provided with appropriate personalised learning, as well as daily 1:2 sessions with the SENCo
- Children in EYFS & Y1 have shorter live lessons in phonics, maths and storytime, as well as lots of opportunities for physical activity and social interaction e.g. through breakout room show and tell
- Parents and carers are encouraged to ask us for help if they are struggling. Having that line of communication and non-judgmental support can make a huge difference.

## 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 self-isolating while waiting for a test, parents should try to collect a 'short term absence home learning support sheet' from the school office. This outlines activities that children can do at home which relate to the learning in class.

If self-isolating for longer e.g. positive household test, a learning pack should be collected, that will include an iPad, maths and writing books, as well as short term absence home learning support sheet'.