

# Information about remote education at the Academy St James



## **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 page.

At the Academy St James we pride ourselves on being able to offer the best remote learning we can to support of children and families. We recognise that all our pupils have an equal curriculum entitlement and using EEF research report in late 2020, our aims have been to ensure:

- **Teaching quality is more important than how lessons are delivered**
- **Access to technology is key, especially for disadvantaged pupil**
- **Peer interactions can provide motivation and improve learning outcomes**
- **Supporting pupils to work independently can improve learning outcomes**
- **Different approaches to remote learning suit different types of content and pupils**

## **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. Our commitment to our families is as follows:

1. As you will see in our Remote learning plan we will be continuing to teach the national curriculum and use our long and medium term plans.
2. Pupils at home and in school will receive equally balanced work so pupils are supported when they return to school and do not fall behind.
3. All subjects will be taught to all pupils regardless as to whether they are at home or in school. Crucially we will also ensure that when pupils come back we support them in retaining the key knowledge from these time period.
4. Pupils will have access to PE at home through a live session and we also set 2 afternoons of physical activity and enrichment to support pupil and staff well-being.
5. Pupils will be supported to log in, keep safe and support each other using our online platform.

## **What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

We ensured pupils were ready for home learning by:

1. Providing a work pack where appropriate which would cover up to a week of learning
2. Ensure pupils were comfortable using Google Classroom and Class Dojo ( see remote learning plan)
3. Ensure all log in details and support documents are ready for parents
4. Support families with stationery and equipment.
5. Continue to provide welfare support in terms of food and a weekend hunger pantry
6. Live lessons will begin from day 1 as we have set this up. Pupils from Year 1 to 6 will receive a minimum of 3 live sessions. EYFS will receive a minimum of 1 lesson plus a story time.

## **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?**

Our aim and ethos it to teach exactly the same curriculum to pupils in school as at home. However, we have needed to make some adaptations in some subjects. For example, in science some of practical aspects are more difficult to teach. In Electricity it is difficult to teach insulators and conductors but we are still teaching the key knowledge and skills using a combination of videos, live teaching and modelling whilst at the same time providing opportunities for improving memory and recall.

In PE the pupils in school are accessing physical education in school the pupils at home have access to live PE once a week. On top of this we have 2 physical activity sessions a week.

Each team are planning every subject to ensure that pupils are getting the best offer and each subject leader is supporting the team. Your child will get access to every subject at home as we strive to ensure that all pupils whether at school or at home get the best possible teaching available.

## 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	EYFS – will continue to access play based learning with one short phonics live session and one story session per day.  KS1 – approximately 3 hours of learning per day including 3 lives sessions.  KS2 – appropriately 4 hours of learning per day including 4 live sessions.
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## Accessing remote education

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

Children will be using a mixture of DOJO and Google classroom to access live learning. All parents and children have been sent their child's log in details.

We are supporting pupils struggling to access online by:

- offering a chrome book- we have 51 (36 from the DFE and 15 we bought)
- Offering a Mifi dongle to support with internet access
- Supporting parents with phone advice of home visits where necessary.

## **If my child does not have digital or online access at home, how will you support them to access remote education?**

As a school, 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:

- All parents and children were asked whether they required support with accessing work online through the use of a googledrive survey which was text to parents and posted on DOJO. We also held a parental online meeting to ask for feedback on how things were going.
- Parents can contact the school if they need to borrow either a chromebook, dongle for WIFI access or both. If you need any help with this, please contact the school office.
- All work that is completed online should be submitted through google classroom or DOJO.
- Printed work packs can be picked up from the school office on a Monday and a Thursday morning (new work packs released at these times). Completed work must be returned to school prior to a new work pack being taken.
- Printed work can be either brought into school or photographs can be taken and uploaded to DOJO.

## **How will my child be taught remotely?**

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

In this section, please list the range of approaches you use to teach pupils remotely.

- live teaching using GoogleClassroom/ Google Meets;
- recordings of live sessions which are posted after the live lesson for children and parents to watch in their own time.
- Use of Oak Academy and BBC Teach lessons;
- printed paper packs produced by teachers;
- textbooks and reading books pupils have at home
- Use of phonicsplay website (EYFS and KS1), teachyourmonstertoread.com (for use in EYFS and KS1), OxfordOwl (whole school).

## 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?

In this section, please set out briefly:

- All children should take an active role in as much learning as they can.
- We expect that all children attempt to complete work daily.
- If parents or children, are struggling with the work, please contact your child's class teacher in the first instance.
- Parents are invited to attend one of the drop in question and answer sessions, which are being held by the head teacher – this will enable you to ask any questions.
- Parents can contact any member of the school staff on DOJO or through the school office – 01274 777095.
- We expect all parents to support their child in the best way possible. Our Remote learning plan and Home School agreement sets out what we feel all parents should support with.

### 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:

- The teaching staff have been split into 2 teams per year group. Staff will check daily which children have engaged in any home learning.
- Feedback will be given to children regarding their work throughout that day – there is a team of staff online ready to mark work that comes in.
- It will be expected that children complete any mistakes and purple pen their work if it is returned to them.
- Parents will be contacted if staff are concerned about either the lack of work that is being submitted or the quality of the work that is coming in.
- SLT and team leaders will keep daily registers of who has accessed work either online, through a live lesson or through a work pack.
- We produce a weekly report to discuss as a team and look at where people may need help and what kind of support it is.

### 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. Our approach to feeding back on pupil work is as follows:

In this section, please set out briefly:

- Children will receive feedback on the majority of work that is submitted – this will be from one of the members of the year group team and may not come directly from their class teacher.
- On Google Classroom there are functions where staff can comment, record their feedback and mark the work once pupils have turned it in.
- On Class Dojo each child can upload work on their portfolio where staff can give feedback and support with future work.
- If pupils log into live lessons pupils will receive support immediately from the home learning team where staff are modelling, giving verbal feedback and providing support through worked examples
- Staff are also building in opportunities for memory and retrieval which builds on previous learning through our work using EEF research (see page 2)
- Quizzes and regular opportunities for recall have been built into home 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:

Our approach for supporting pupils with specific SEND needs are as follows:

- Children with specific SEND needs have all been offered a place in school. If you are struggling to access the work for your child, please contact your child's class teacher and/or the school SENDCO.
- Children who are experiencing problems in accessing remote learning will be discussed on an individual basis.
- Practical and play based learning opportunities will be set for pupils in the EYFS and in Year 1.
- Children with an EHCP will have an individual plan of work set which will enable them to access work that is right of the needs of the young person.
- Feedback and parent phone calls are made to see to check in on how pupils are accessing their work.

## 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, then the above plan will be followed. Learning will continue to take place online for all children who are self-isolating to ensure they have access to the same curriculum and opportunities.

Support, both technological and pastoral will be offered to support pupils who remain at home.

