



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?

Work will be uploaded to Microsoft Teams (or Tapestry for children in Nursery and Reception) on the first day of remote education. This work will replicate the lessons that will be taking place in school. Children will already have access to Teams as they will have used it previously in school, however each day work will be uploaded for the children to access and additional work added throughout the day.

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 PE may be slightly modified to be accessible for remote learning.

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:

Nursery and Foundation Stage	3 Hours
Key Stage 1	3 Hours
Key Stage 2	4 Hours



Accessing remote education

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

Your child will access the remote learning through Microsoft Teams. Every day the teacher will upload a recorded PowerPoint and the children will access this through the remote learning channel that will be set up. For children in Reception, the teacher will upload a recorded message and the children will access this through Tapestry. There will be 'Live sessions' that will also be accessed through Microsoft Teams.

All 'live' sessions will be recorded for Safeguarding purposes, these recordings will not be uploaded or shared.

Additional education will be accessed via Youtube, Purple Mash and Spelling Shed.

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:

- A survey will be sent through the Parent App where Parents can state that they require a device or Wi-Fi for their child to be able to access remote learning at home. A follow up call will be made to gain more information about the requirements.
- Parents/Carers will be expected to sign paperwork that outlines the agreement for lending the devices. Collection/delivery will be arranged.
- If Wi-Fi is required a device with an internet dongle will be provided.
- Support sessions will be provided in school for any Parent or Carer that is struggling with the technology.
- Help guides and videos have been provided by School staff that guides parents/carers with how to access and hand in work.
- If all digital options have been explored and the child is still not able to access digitally a paper copy will be provided – this must be handed in weekly to allow the teacher to assess learning.

How will my child be taught remotely?

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



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- There will be a minimum 2 ‘live’ teaching lessons. These will be to deliver maths and English sessions. In some year groups there will be more ‘live’ sessions. These will be communicated via the class teacher.
- ‘Live’ One to one reading intervention will be provided for targeted children.
- ‘Live’ One to one sessions will be provided by teachers or teaching assistants for any child who may need extra support.
- There will be a recorded PowerPoint provided each day which will contain all lessons for the day which the class teacher produces and includes recorded audio from them explaining the work that is being set.
- Spelling Shed, Times Tables Rockstars, Purplemash, Accelerated Reader and enhancement booklets (for Reception children) will be used to supplement the remote learning offer. Teacher will be monitoring these APPS and booklets.
- Reading Books will be provided and changed weekly.

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 will expect that all children will access the minimum hours specified for their year group daily. Staff will be monitoring daily the engagement of the children and will be contacting families to offer support where this isn’t happening.
- We expect that parents will provide us with feedback of how their child’s learning has progressed over the week. This information will be gained through a survey on the Parent App. We will also be asking for feedback each week on the learning that has been provided for their child and any areas of improvement identified will be addressed.
- Microsoft Teams has an “insights” feature that allows staff to monitor when and for how long children have logged on to access work.
- Attendance of ‘live’ lessons will be recorded by staff.

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



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- The work of children will be monitored by staff each day and feedback will be given via the comments section on the assignments on Teams. Further feedback will be given to parents via a phone call or via a message on the school app if required.
- If there is concern regarding the amount or quality of learning taking place, teachers will contact individual families and offer more support and guidance. If there is no improvement this information will be passed to SLT who will contact the families.

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:

- Staff will provide online feedback at the end of each day. Feedback is constructive and teachers set high expectations.
- Weekly trackers are completed by class teachers and then these are monitored by SLT

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:



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- Children with specific needs will have access to 1-1 tutoring by their member of support staff.
- Work will be personalised and differentiated to meet the needs of SEND children.
- Children with EHCP's will be given specific differentiated work alongside additional live teaching sessions from a staff member who knows them well.

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 children self-isolating will access their work through Microsoft Teams through a channel named Remote Learning. This will be a PowerPoint that will replicate the learning that is taking place in the classroom.
- Children self-isolating when most their peers are in school, are assigned the same learning for the school day via Teams. Staff produce PowerPoints for daily lessons in class to manage this if this should occur.

If any parent/carer has any queries or concerns regarding a child's remote learning or access to this, please contact the school immediately via phone or email.



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