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PROVIDING REMOTE
EDUCATION,
INFORMATION
TO PARENTS

St Paul's Way
Foundation School

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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 section 6.

1. 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 Day 1 and 2 of a whole school closure or a whole-bubble, children will have contact with their class teacher via an online Zoom assembly or a phone call home, with some home learning activities suggested by their teacher. Some remote Learning on Google Classrooms (for Years 1-6) and Tapestry (for Early Years Foundation Stage (EYFS) pupils) will be provided from Day 2 of a school or bubble closure; by Day 3 of remote learning, a full offer as detailed below will be available, via these platforms.

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. This matched curriculum means that children learning at home and children learning on site (as part of our vulnerable and key worked provision) during a school closure are covering the same curriculum objectives, in the same sequence and order as planned by teachers, subject leaders and Senior Leaders for progression. We continue to teach a well-planned and well-sequenced curriculum, building on prior knowledge and learning, and in-line with our Curriculum Intent.

Teachers continue to follow our subject Schemes of Work and Medium-Term Planning, adapting learning to meet the needs of our learners. However, the nature of school closures means we may need to make some adaptations in how some subjects are delivered. For example, teaching practical aspects of the art curriculum through dedicated Art Days means we can support parents and provide adequate resources for children to learn these subjects effectively at home. Subject leaders are continually considering and reviewing the best approach for teaching their subject during school or bubble closures.

2. 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 (please note, all timings are approximate and there will be some variation, for example on Enrichment Days):

EYFS	<i>Children will attend a 20-minute live session each day via Zoom. A range of learning covering the broader EYFS curriculum is uploaded onto Tapestry; length of engagement in activities will vary between children. Reception children will also have a 30-minute daily phonics lesson posted on Tapestry.</i>
Key Stage 1	<i>Children attend approx. 1 hour 30 minutes a day of live lessons (split into 3 short sessions). A further 2 and a half hours of learning (for example, independent tasks and pre-recorded lessons) are available daily. Total: 4 hours.</i>
Lower Key Stage Two	<i>Children attend approx. 1 hour 30 minutes a day of live lessons via Google Classrooms (split into 3 short sessions). A further 2 hours 45 minutes of learning (for example, independent tasks and pre-recorded lessons) are available daily. Total: 4 hours 15 minutes.</i>
Upper Key Stage Two	<i>Children will attend approx. 1 hour 30 minutes a day of live lessons via Google Classrooms (split into 3 short sessions). A further 3 hours of learning (for example, independent tasks and pre-recorded lessons) are available daily. Total: 4 hours 30 minutes.</i>

3. Accessing remote education

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

*In the Early Years Foundation Stage (EYFS), learning will be accessed via Tapestry (with live sessions held via Zoom).
In Years 1-6, learning will be accessed using Google Classrooms and the Google Meets function. Whole-School and Phase Assemblies may be organised via Zoom, so that parents can also attend.*

What if my child does not have digital or online access at home?

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 the event of a school or bubble closure, we will ask parents to complete an online form to request additional devices or internet access. We will loan laptops to families (as we have a limited number, these will be prioritised based on need). We also can arrange for a temporary internet data increase for phones, if mobile data is being used for home learning, as per a government scheme.

In the interim period, before technology is allocated or provided, or in the event suitable technology is not available, teachers will prepare work packs for each year group, matched to curriculum objectives that are being taught online and remotely, to ensure children do not fall behind. Activities in the work pack will ensure children continue to learn new knowledge and skills in line with their peers, as well as recapping and building on prior learning.

When specialist resources might be needed, for example in Art lessons or on Enrichment Days, we will endeavor to provide these for families. Children without access to devices will be contacted regularly by classroom colleagues (teachers and learning-support assistants), as well as our Pastoral team, to ensure they are on track with their work and learning.

How will my child be taught remotely?

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

In the EYFS, children will learn through:

- *Attending a 20-minute live session each day via Zoom (usually storytime and book talk).*
- *A range of practical learning activities covering the broader EYFS curriculum, uploaded onto Tapestry by class teachers to meet children's next steps in learning. Most activities can easily be completed at home with resources commonly found in the home.*
- *Reception children will also have a 30-minute daily phonics lesson posted on Tapestry.*
- *Online reading books are available during school hours.*
- *Workpacks are also available from the school office.*
- *Learners with SEND may also receive specific interventions via Zoom, such as Speech and Language support, or pre-recorded videos to support children in developing skills, such as fine motor skills or sensory circuits. This provision will be led by our Inclusion Manager.*

In KS1, children will learn through:

- *1.5 hours of live sessions (split into 3 shorter sessions for Literacy, Maths and an afternoon session).*
- *A mixture of independent tasks and pre-recorded video lessons daily for Literacy, Maths, and the broad range of Foundation Subjects, as well as tasks to support children in developing basic skills (handwriting, spelling, mental maths etc).*
- *Read, Write, Inc Phonics provision in will continue remotely via pre-recorded videos, recorded by children's usual phonics teacher. RWI resources and activities such 'Get Writing' activities will also be posted daily.*
- *Online reading books are available during school hours.*
- *Learners with SEND may also receive specific interventions via Zoom, such as Speech and Language support, or pre-recorded videos to support children in developing skills, such as fine motor skills or sensory circuits. This provision will be led by our Inclusion Manager.*
- *Workpacks are also available from the school office.*
- *Children have access to a range of other platforms and resources online, such as Times Table Rockstars, Numbots, and 5-a-day fitness, to develop basic skills and maintain physical activity.*
- *Assemblies are held twice weekly.*

In KS2, children will learn through:

- 1.5 hours of live sessions (split into 3 shorter sessions for Literacy, Maths and an afternoon session). In Upper Key Stage Two, sessions also focus on whole-class feedback.
- A mixture of independent tasks and pre-recorded video lessons daily for Literacy, Maths, and the broad range of Foundation Subjects, as well as tasks to support children in developing basic skills (handwriting, spelling, mental maths etc).
- For those children in LKS2 who attend phonics groups, teachers and learning support assistants will upload videos and activities, assigned to specific children.
- Online reading books are available during school hours.
- Workpacks are also available from the school office.
- Children have access to a range of other platforms and resources online, such as Times Table Rockstars, Numbots, and 5-a-day fitness, to develop basic skills and maintain physical activity.
- Learners with SEND may also receive specific interventions via Zoom, such as Speech and Language support, or pre-recorded videos to support children in developing skills, such as fine motor skills or sensory circuits. This provision will be led by our Inclusion Manager.
- Assemblies are held twice weekly.

4. 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?

Every Friday during a bubble or school closure, a weekly timetable for each year group will be uploaded via Google Classrooms or Tapestry, to help families prepare for the week ahead and maintain consistent routines where possible.

We encourage all families to join our daily live lessons, and attendance is monitored each day. We understand that families are likely to also have working at home and caring commitments, so any independent tasks and pre-recorded lessons can be completed at a time flexible for the family.

Children's engagement and participation with remote learning is celebrated in weekly Celebration Assemblies on a Monday morning, and throughout the week in Phase Assemblies and live Meet sessions.

We have a complete parent Remote Learning guide on our website (<https://www.spwt.net/primary/reopening-guidance>), providing parents with details on how we support children's behaviour, motivation and Growth Mindset when they are working online, and have organised a range of Parent Workshops this term to support the whole-school community in developing our remote learning provision.

We have also gathered parent feedback and perspectives via a Google Form, and through our Parent Coffee Morning events. This continues to help us refine our provision and ensure our remote learning offer is suitable for families. We will continue to hold parent engagement sessions and events in the event of a bubble or whole-school closure.

How will you support my child's mental health and wellbeing during their time at home?

We recognise that while children are away from school, their overall mental health and wellbeing are of paramount importance. With that in mind, we have a series of online resources that students can engage with from home:

Our Pastoral Team works hard to maintain contact during bubble and school closures with our vulnerable families; they continue to support families through this time remotely, depending on the needs of the family, as well as signposting all parents to local available services. Our Pastoral Team and SLT organise many other parent coffee mornings, where families can learn about the range of support available and the current offer of parent events, to ensure our school community stays connected.

Throughout bubble and school closures, we also continue to work with Tower Hamlets Education Wellbeing Service (THEWS) who offer support to parents and staff within the school community.

Teachers also have access to a wide range of training from the Tower Hamlets Education Partnership, and other organisations such as the Anna Freud centre. We understand all children may find school closures challenging, and some families may have also experienced financial pressures, family bereavements and health concerns; our school colleagues will always aim to provide a supportive environment for our children and families when working remotely and making regular phone calls. PSHE lessons (Personal, Social and Health Education) will continue for all pupils, as well as assemblies and themed storytimes which support children's emotional and social development. Teachers help our Pastoral Team to identify families who may need further, or more specific support.

We will also continue to celebrate wellbeing events such as Children's Mental Health Week during school closures.

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

We encourage all families to join our daily live lessons, and attendance is monitored each day. The first live meet of each day is usually where teachers and Learning Support Assistants (LSAs) complete registers for attendance monitoring. Teachers and LSAs call families when they notice a child has not attended, to determine the reason for the absence, or help to trouble-shoot any issues that the school can support with (such as technology issues). Teachers and LSAs also make regular calls to those families working at home using paper-based work packs. If the teaching team cannot make contact with a family, our Office Team and Pastoral Team will also try to make contact, to ensure the child and family are well.

Teachers are also keeping records of attendance and participation during other live sessions throughout the day, and monitoring the submission of work via Google Classrooms. Teachers and Phase Leaders will contact parents if they have any concerns regarding work submitted.

Where possible and appropriate, during school or bubble closures we will try to continue with any planned parent-teacher events, such as Parent's Evenings.

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:

Assessment involves teachers gathering information about a child's progress; any participation in live sessions and through submitting work (Google Classrooms) and adding observations (Tapestry for EYFS parents) supports teachers in understanding each child's progress. This means teachers can adapt future planning and lessons to match children's next steps more closely, as well as give quality feedback to children to move their learning and development forward.

We therefore encourage children to attend as many live sessions as is practical, to support teacher assessment, and so that children can receive instant verbal feedback on their learning and their work. Children in Years 1-6 should hand in work via their Google Classrooms assignments page. This can include annotated documents via Google Docs, annotated pdf slides via Kami, or uploaded photos of work completed on paper. Work submitted can then be assessed, marked and commented on via Google Classrooms by class teachers. Teachers will select the most useful pieces of work to mark in depth, with next step comments and challenges, to move children's learning on. For some work, for example mathematics fluency questions, teachers will encourage children to self-mark and self-assess before they attend whole-school feedback sessions.

Many of our younger pupils also enjoy holding up work they have completed on paper (such as artwork or handwriting practice) to the camera in live lessons, to receive instant positive praise and feedback. This is in addition to the children 'handing-in' work via their Google Classroom. In the older year groups, afternoon live lessons often focus on whole-class feedback to review prior learning and consider next steps in learning. Forms of feedback therefore match the age of the children; parents can find out more information about feedback in their child's year group from their child's phase leader.

In the EYFS, parents can submit comments, pictures and photos of their children completing learning activities through adding an 'Observation' of learning. Teachers can then use this to assess children's progress, and add feedback and next step comments to support families in extending children's learning at home.

5. 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 Inclusion Manager will co-ordinate provision for pupils with SEND working remotely, working with teachers, parents and pupils to ensure remote provision is matched to children's needs and learning targets. We will always aim to continue with interventions as fully as possible, using technology available.

Some specific interventions will run through live sessions (such as Speech and Language interventions) on Zoom, with children working 1:1 or in small groups with a school adult, whilst others may be organised through pre-recorded videos (such as Sensory Circuits).

Pupils with SEND receive regular phone calls from our Pastoral Team throughout any school closures. Where possible, we will aim to continue with SEND Coffee Mornings and other parent groups throughout any school closures.

6. 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 an individual child or family are self-isolating:

- *On Day 1 of absence, the family will be contacted by the Office Team. The Office Team will communicate the child's self-isolation to class teachers.*

- *On Day 2 of self-isolation, the class teacher will begin to post initial learning online:*
 - *EYFS – The teacher will begin to upload activities to Tapestry.*
 - *Years 1-6 – The teacher will upload some initial learning activities and resources onto Google Classrooms.*

- *From Day 3 onwards, the class teacher will upload a range of learning online. Where possible, this will match the learning happening in class (and will include the same learning objectives). For pupils in Years 1-6, the teacher will also post on the Google Classroom Stream timings of Google Meets, where the child at home can join in-class sessions live. In the older year groups, this is likely to include joining some classroom lessons remotely. In the younger year groups, this may include morning skills sessions and storytime sessions, as appropriate for the child's age. Teachers will maintain regular communication with families via Google Classrooms and Tapestry in the first instance.*