



## Remote education provision: information for Parents/Carers

### The remote curriculum

#### Q: 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.  
In the event of a partial or full closure as a result of a local or national lockdown, the learning and lessons which are set on Evidence Me, J2e and Google Classrooms should be, as far as is possible, the same learning/content that is being provided to any children of critical workers and vulnerable children who it has been agreed can attend school. The teachers within the year group will create a remote timetable for the week, as similar to that taught in school as possible - this must include subjects from across the curriculum.

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

- If the school has been instructed to close, or partially close, remote education led/provided by a teacher will begin immediately/the following day depending on the time of the closure. Teachers will upload all learning daily so that lessons are immediately available to any child needing remote education due to self-isolation, shielding or in the event of a class or school closure.

#### Q: 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?

- Teachers will mirror the school's well-sequenced curriculum expectations, ensuring knowledge and skills are built incrementally, so as to make good progress.
- Evidence Me (EYFS) J2E (KS1) and Google Classroom (KS2)- our digital platforms, are used consistently across the Key Stages in order to allow learning opportunities, interaction, assessment and feedback.
- We will teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we may need to make some adaptations in some subjects which cannot as easily be delivered in their usual way remotely. For example, PE, art etc where we are referring pupils to online resources and recommending online tutorials such as 'PE with Joe Wicks'
- For the younger children in KS1 and Reception, a variety of digital and practical activities/learning opportunities will be provided. We do not expect that these children will receive purely digital activities.

### Remote teaching and study time each day

#### Q: How long can I expect work set by the school to take my child each day?

- In the event of a partial or full school closure as a result of local or national lockdown, we will ensure that our remote learning offer continues to provide the government specified minimum of 3 hours of learning a day for pupils in KS1 and 4 hours for KS2 pupils. There will be English, maths and a foundation subject lesson each day as a minimum.
- Pupils will also have ongoing access to the learning platforms that we subscribe to, such as Mathletics.
- Activities for pupils in the early years will be provided in line with their age/stage of development.

## Accessing remote education

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

- In EYFS the children will be using Evidence Me and Google Meets.
- In KS1 the children will be using J2e and Google Meets.
- In KS2 children will be using Google Classroom and Google Meets.
- All pupils in KS2 will have access to Google Suite during the Spring Term, with KS1 planned by the Summer Term, which will give them access to a range of online tools such as Google Docs, Google slides and Google Meets.
- There will be no expectation for families to have to print any resources/learning at home, although they may choose to do so.

### Q: 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 will issue as many Chromebooks as we are able where requested. These will be issued to disadvantaged pupils (those in receipt of Pupil Premium) in years 3-5 in the first instance, who do not have access to a device using our limited allocation from the government. The child's Parent/Carer will need to complete a Chromebook lending agreement prior to collection. Parents/Carers should contact Mrs Porter, Deputy Headteacher, via [office@stdunstans.sutton.sch.uk](mailto:office@stdunstans.sutton.sch.uk) with any questions.
- We will issue devices to disadvantaged pupils (those in receipt of Pupil Premium) in years 1 and 2 who do not have access to a device if we have devices available.
- Where requested we will also issue or lend devices that enable internet connection in order for them to gain access or increase their mobile data allowance, in line with government provision for such.
- Parents/Carers can collect any printed materials needed if they do not have online access from the front entrance to the school. (Email the class teacher on the class emails or telephone the School Office to arrange – 020 8642 5463).
- Parents/Carers can return work to their teachers if they do not have online access by delivering it back to the front entrance to the school. (Arrange with the class teacher via class email or telephone the School Office to arrange – 020 8642 5463).
- Pupils can submit work by photograph to the class email address if they are unable or unsure how to upload learning to their platform.

### Q: How will my child be taught remotely?

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

- Teachers will mirror the school's well-sequenced curriculum and continue to be aligned with the parallel class in the year group bubble.
- Live learning through Google Meet sessions twice weekly, provide opportunities for interactivity including questioning, eliciting learning and reflective discussion.
- Recorded teaching including video/audio recordings made by year team of teachers, as well as video lessons from approved high quality providers such as: White Rose, Jane Considine, Oak National Academy lessons, Mathletics, Times Tables Rockstars, Charanga (music), BBC Bitesize etc; teaching slides with voiceover explanations videos; tasks and activities to be completed independently by children.
- Printed paper packs produced by teachers (e.g. worksheets) for those without remote access.
- Providing where possible or recommending reading books to enable pupils' learning if appropriate/applicable.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Long-term project work and/or internet research activities.
- We will continue to expand on this where we add to our remote learning offer in the future with new platforms and/or subscriptions.

### Q: How will you work with families to deliver remote education for younger pupils, for example those in Early Years?

- In all scenarios, teachers will provide activities and links to other education websites to support the children's learning and education in relation to their age and stage of development.
- In reception, there will be a focus on Phonics, with teacher produced videos to support phonics acquisition.



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- Staff will also generate story and rhyme videos to promote and aid literacy and math's development.

## Engagement and feedback

### Q: What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

- We aim to upload activities to the relevant platform daily by 8am to facilitate children's and parents' timetables.
- Pupils are expected to complete learning set by the school daily as much as possible – although they may not always be in front of a device the entire time.
- Pupils are expected to complete learning tasks to the deadline set by teachers (consideration to personal circumstances and situation will always be considered).
- It would be helpful for Parent/Carers to set routines to support your child's education.
- Mental health and Wellbeing work has been provided to support families in building routines.
- Parent/Carers should seek help if they need it, from teachers or SLT – emails can be sent to the teachers via the direct class email.
- Parents/Carers should alert teachers if their child is not able to complete the daily learning for any reason.
- Be respectful when making any concerns or complaints known to staff.

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

- If children are self-isolating or shielding, teachers are expected to contact the family after 48 hours to ensure that the family is okay and that work is being accessed via the relevant platform.
- Teachers will respond online to remote learning daily wherever possible.
- Feedback: the aim is for all pieces of directed work uploaded to be acknowledged by the teacher, with feedback in the form of written/voiceover comments where appropriate. However, this may not be possible at all times given that teachers may be teaching both face-to-face and remotely on the same day.
- In the event of a partial or full school lockdown, year group teachers will check pupils' engagement with remote education both online and as part of the twice weekly Google Meets offered to each class.
- Teachers will telephone those families where children did not join at least one of the Google Meet sessions.
- Communication with parents continues via the direct Class emails.
- Where engagement is a concern, after 48 hours a member of the year group teaching team will make contact with the parent/carer to ensure that the family are okay and that work is being accessed. If this does not resolve the situation the Phase Leader will then make contact and a solution will be sought with the support of SLT where required.
- The school has robust safeguarding and e-safety protocols in place to deliver remote education safely.
- The Deputy Headteacher has overarching responsibility for the quality and delivery of remote education, supported by the Phase Leaders in the monitoring of education set.

### Q: How will you assess my child's work and progress?

- Teachers will respond online to remote learning daily wherever possible.
- Feedback: the aim is for all pieces of directed work uploaded to be acknowledged by the teacher, with feedback in the form of written/voiceover comments where appropriate. However, this may not be possible at all times given that teachers may be teaching both face-to-face and remotely on the same day.
- Year group teachers will check pupils' engagement with remote education both online and as part of the twice weekly Google Meets offered to each class.
- Staff are encouraged not to access online learning from their class on a weekend or in the evening, unless they so wish to and this fits better with them. Parents/Carers are advised that there may be a delay in responses to messages

because of this and because of staff working their normal hours in-school during most closure scenarios, meaning that teachers have to wait until the end of the day to respond or wait for their PPA time. The exception to this would be if a class bubble is closed for self-isolation and then the teacher will respond during the school day.

## Additional support for pupils with particular needs

### Q: 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:

- Class teachers set work for all pupils in their class and will provide support material and differentiate the work accordingly to meet the needs of particular children, as is usual practice and part of our Quality First Teaching provision, and for children with SEND and early acquisition English language learners as appropriate.
- Pupils submit their work via Evidence Me, J2e or Google classroom and teachers monitor and mark this work with feedback. This informs future planning for individual pupil's needs.
- Parents have the facility to email the teacher directly to gain additional help and advice.
- If pupils require further support, the class teacher will phone parents to have a more detailed and specific conversation to help parents to support their child effectively.
- If further advice is needed the parent can contact the SENDCo.
- All children with an EHCP are in school and supported by their LSA.

## 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.

### Q: If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

- If a pupil is self-isolating, during partial school closure they can access the learning set as outlined above.
- When the school is operating fully, teachers will set learning remotely via Evidence Me, J2e or Google Classroom as appropriate. The class teacher will provide targeted remote education resources.
- If a class/bubble is required to self-isolate the school actions are as follows:
  - Initial actions taken by the school in line with risk assessment (eg contact DfE, send bubble home if advised).
  - Contact LA and SDBE to advise of situation.
  - Remote Education provided by teacher begins immediately/following day (depending on when they started self-isolating).
- When whole-class bubbles are using remote education, the teacher will upload a welcome video/message each morning talking through the day along with expectations. They may choose to also include extra videos or voiceovers as part of particular lessons to explain areas of learning that require further teaching points.