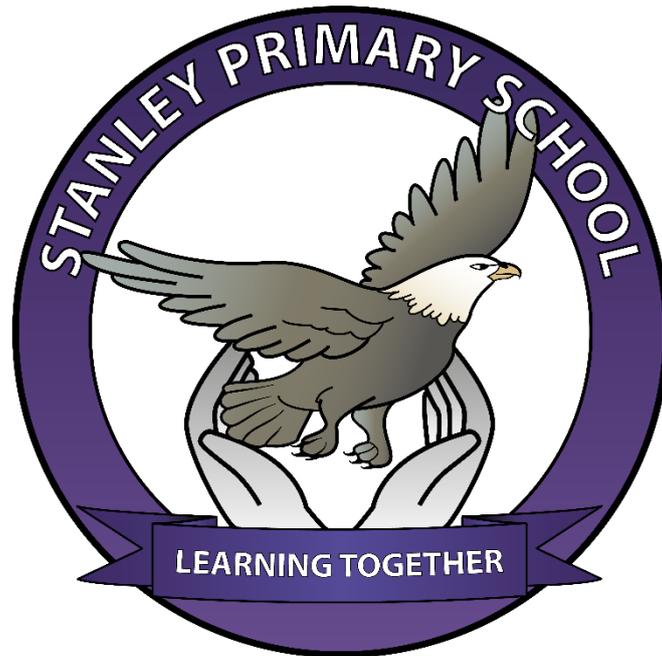


STANLEY PRIMARY SCHOOL



REMOTE EDUCATION POLICY

Approved by:	Headteacher	Date: March 2021
Last reviewed on:	January 2024	
Next review due by:	January 2027	

REMOTE EDUCATION PROVISION AT STANLEY PRIMARY SCHOOL: 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 as you will appreciate that staff may still be teaching other pupils on a full time basis with lessons that are prepared for classroom delivery, 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?

If pupils are sent home, home learning will be provided through our online platform Seesaw. If access to online learning presents an issue for pupils whilst at home then school can prepare paper versions when required.

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, in subjects which require specific physical resources alternative activities are provided for the pupils.

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:

Reception and 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 be provided with access to Seesaw learning platform. This allows teachers to set activities for your child. Seesaw can be accessed on a range of digital devices. Pupils are able to respond to activities that they have been set in a range of ways – in writing/through audio/through video. Pupils can also work offline and completed activities, carried out on paper, can then be uploaded to your child’s journal if this supports learning whilst at home due to constraints regarding digital devices.

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 ask that parents contact us at the school office so we can explore the most appropriate approach to supporting home learning as circumstances differ depending on the barriers to accessing remote education.

If you are in receipt of free school meals via the benefit system we would hope to be able to support your child through the Government allocation of digital devices to schools.

We are also able to access wi-fi vouchers for parents to access the internet through BT hotspots and may be able to offer mobile data through devices provided by the Department of Education depending on availability.

If accessing remote learning continues to present a barrier to learning at home then paper packs of learning can be issued to support pupils at home. Pupil work completed can then be returned to school for staff to review following the current system of quarantining paper/books returned from home for at least 72 hours.

How will my child be taught remotely?

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

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by our teachers)
- printed paper packs produced by teachers should these be required (e.g. worksheets and instruction sheets)
- commercially available websites (including school subscriptions with accounts for your child accessed through logins provided by teachers) supporting the teaching of specific subjects or areas, including video clips or sequences.
- internet research activities (on child-safe recommended websites)
- In Reception pupils will have a daily Phonics, Maths and English activity to complete. They will also have an activity related to the topic that reception would be completing if they were in school as normal.
- In Key Stage 1 (Years 1 and 2) pupils will have daily Maths and English activities.
- Where appropriate pupils may have a phonics session - this will involve the use of the Read Write Inc. videos which support your child to learn to read.
- Pupils will have activities set in the foundation subjects such as History, Geography, Art, Spanish, PE, PSHCE, and Music depending on the units of work that they would be studying if they were in school during normal school opening.
- Pupils will also have access to online activities set by their teachers in My Maths and Spelling Shed (Y2) (Please do not hesitate to contact your child's teacher/school office should you require your child's username/passwords)
- In Key Stage 2 (Years 3, 4, 5 and 6) pupils will have daily Maths sessions and English sessions which are likely to involve both reading and writing.
- Pupils will have activities set in the foundation subjects such as History, Geography, Art, Spanish, PE, PSHCE, and Music depending on the units of work that they would be studying if they were in school during normal school opening.
- Pupils will also have access to online activities set by their teachers in Times Table Rockstars and Spelling Shed (Please do not hesitate to contact your child's teacher/school office should you require your child's username/passwords).
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by our teachers)
- printed paper packs produced by teachers should these be required (e.g. worksheets and instruction sheets)
- commercially available websites (including school subscriptions with accounts for your child accessed through logins provided by teachers) supporting the teaching of specific subjects or areas, including video clips or sequences.
- internet research activities (on child-safe recommended websites)

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 recognise that educating at home in these circumstances is a challenge and we hope that parents are able to establish a routine for their children in order to access the work that has been set by teachers for them. Teachers will support children through feedback through their Seesaw journal which may include written or verbal feedback using the audio functions on the platform. Parents are also encouraged to liaise with teachers through their teacher emails (a full list can be found on the school website).

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

Teachers access Seesaw regularly to set work and provide feedback to pupils. If a pupil is not engaging with their learning regularly you will receive a phone call from your child's teacher to inform you of this and to try to support you with any issues you may be encountering.

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:

Staff working in your child's year group are able to access your child's learning journal. They will provide feedback to your child's work in a variety of ways which may include written feedback, verbal feedback through the audio/video function or an acknowledgement of work produced to a good standard through the 'like' function.

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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- Teachers will set work which is appropriate for your child's learning needs. If this is presenting difficulties then parents should contact teachers through their teacher email and are welcome to telephone school for advice/support through our Special Educational Needs Coordinator (SENDCo).
 - 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?

Staff will endeavour to upload teaching activities to Seesaw which are appropriate for your child as soon as possible. As explained above, this will not be instant as teachers have to manage both teaching in the classroom and providing home learning for pupils who are isolating. The activities will differ from the delivery in the classroom as many planned activities in the classroom use specific physical resources that will not be readily available in the home, therefore activities will mirror classroom delivery as far as possible.