

St. Bede's South Shields

Remote Education

Provision

Information for Parents

January 2021

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?

For whole school closure, and while we make the transition to remote education, your child's class teacher will create individual learning packs for each child which will include resources your child will need at home for accessing remote learning. Initial lessons will be uploaded to Google Classroom and your child will be invited to attend an introductory Google Meet with their class teacher who will explain remote learning expectations.

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.
- We will maintain 5 x English lessons to be delivered each morning via live teaching/Google Meet
- We will maintain 5 x mathematics lessons to be delivered each morning via live teaching/Google Meet
- We will maintain the teaching of foundation subjects every afternoon via live teaching/Google Meet

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:

Key Stage 1	Pupils should be engaging with at least three hours of learning throughout the day
Key Stage 2	Pupils should be engaging with at least four hours of learning throughout the day.
Key Stage 3 and 4	

Accessing remote education

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

All pupils will access remote learning via the school's Google Classroom platform. All pupils, including EYFS, are invited to Google Meets 3 x daily: 9.15 a.m., 11.00 a.m. and 1.05 p.m.

In addition, pupils have log-in details, with which they are highly familiar and practised in their use e.g. for homework, for the following sites:

Accelerated Reader, Oxford Reading Buddy, Spelling Shed and Maths Shed, MyMaths, Times Tables Rockstars, Spag.com, Espresso, Phonics Play, Education City

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:

- The school has successfully issued laptops to pupils who did not have access to devices. The school will continue to support all pupils and their families.
- The school has successfully issued devices that enable an internet connection (for example, routers or dongles). The school will continue to support pupils and their families.
- The school has successfully supported parents with mobile data offers and online access, and will continue to do so.
- If any family begins to experience any difficulties with the above, they should contact the school immediately and we will do all we can to ensure your child accesses their learning successfully.

How will my child be taught remotely?

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

St. Bede's School remote teaching approaches are as follows:

- Live teaching (online lessons) predominantly through Google Meets 3 x each day.
- Recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize, video/audio recordings made by teachers)
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Textbooks and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences e.g. MyMaths, Spelling Shed, Espresso, Phonics Play, Times Tables Rockstars

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?

- All pupils are expected to attend the Google Meets and complete the work set on Google Classroom.
- Pupils should be dressed appropriately, be ready to participate in the Google Meets and behave as they would in school i.e. sit up on a chair, listen carefully, put up their hands to ask and answer questions, use the equipment provided by school to complete their work.
- Pupils should hand in their work on the day that the work is set for them, ideally straight after they have finished it following the Google Meet, or at the latest the following day.

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

- Class teachers and teaching assistants will be marking and checking pupils' work on a daily basis. They will contact you if your child is not engaging regularly with the Google Meets and/or not completing work set for them.
- We will offer as much support as possible to encourage pupils to engage successfully with their remote learning.

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:

- Pupils' work will be marked on the Google Classroom with scores or comments.
- Immediate feedback will be provided through question and answer sessions on Google Meets.
- Quizzes and self- marking sessions may also be held in KS2 classrooms

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:

- If appropriate, pupils with SEND will have received a modified learning pack i.e. differentiated work packs and tasks; in some cases individual/small group live teaching; phone calls and/or personal support from staff
- Pre-recorded videos will be used to support some of our SEND pupils and EYFS pupils to enable them to access their learning more readily.

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 a pupil is self-isolating they will follow as closely as possible the arrangements set out for whole classes or groups of pupils self-isolating.