

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 the first few days, teachers will prepare an initial timetable of activities that should be done at home. The activities will consist of English and Maths that are linked to the year group's programme of study, plus a range of other activities from subjects across the curriculum.

The timetable will be posted onto Class Dojo, along with any relevant supporting resources. Pupils should work through the activities and share their work with the class teacher on the portfolios on Class Dojo.

During the initial days of remote education, staff will be organising the full shift to remote education and may contact parents to organise collection of work packs, books or other resources that will be needed during the period that children will be working at home.

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 will endeavour to teach the same curriculum remotely as we do in school; however some adaptations may need to be made. In English and maths lessons, your child may use CGP workbooks in order to support their learning. We have decided to provide all children with these workbooks in order to guarantee that each child has the same core subject materials, reducing disparity in educational access for children that may not have equal access to technology such as printers and internet connected devices.

Where class teachers identify subjects on the curriculum map that benefit from more practical instruction or that require specialist equipment, they may adapt or move units of work so that a more suitable topic is delivered during the period of remote learning.

We expect all children to access the remote learning activities as set out by the class teacher. It is vital that pupils maintain daily engagement in live lessons, video lessons and other set activities in order to maintain progress with the rest of the class.

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:

Early Years	2 hours a day on average
Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

Accessing remote education

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

Teachers will post resources onto Class Dojo, which is our well-established platform for engaging with parents. Live lessons will be hosted on Google Meet. Links to the live lessons will be shared on Class Dojo. Video lessons will also be hosted on Class Dojo or our school YouTube channel. Links to these lessons will be shared by the class teacher on Class Dojo.

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:

If children do not have suitable online access at home, St. Matthew's will make every effort to ensure that pupils can access the home learning offer in an equitable way. As a school, we will monitor pupil engagement with remote learning activities and contact parents whose children are not accessing lessons and activities to identify how we can support their child to access learning, e.g. through technology loans or Wi-Fi access.

If parents know that they do not have adequate devices or internet data, they should contact the school office and a member of the senior leadership team will liaise with them about addressing their particular need.

School can support with:

- Loans of technology devices such as Chromebooks or tablets to enable pupils to access online materials.
- Issuing Vodaphone mobile data SIMS that can be used to tether devices to the internet.
- Increasing mobile data through your existing supplier.

Parents should contact the school if they require help in any of these matters.

If your child's class teacher suggests activities that require access to printed materials, copies will be made available in school for collection. Similarly, if a child cannot post work back to the class teacher on Class Dojo due to issues around technology, then a drop-off and collection time will be allocated in order to share the work with the class teacher.

If a family is self-isolating or has other reasons why that cannot make it to school, the staff team will arrange drop-off at the child's home.

How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

Our whole school offer comprises of live lessons, video lessons and other related activities. Teachers will feedback on pupils' work regularly and as soon as is reasonably possible.

Some examples of our remote teaching approaches:

- live teaching (Google Meet)
- recorded teaching (e.g. Oak National Academy lessons, 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

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 expect all pupils to engage with remote learning activities. We have put together a blended offer of learning to try to take into account the different pressures that families will be under when pupils are working remotely. It is vital that all children access the learning that is on offer for them in order to ensure that they maintain levels of progress with the rest of their class.

Parents play a vital role in this. It is important that parents set out expectations of their children with a clear timetable for the day and a quiet space to study away from other distractions.

The role of parents is to:

- encourage children to access online learning and associated activities
- support the school values
- foster an open pathway of communication between the school and home where appropriate

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

Teachers will submit weekly pupil engagement monitoring sheets to the senior leadership team. The pastoral manager and SLT will then call families to speak to those parents of children that are not engaging to try to identify how any barriers to access can be overcome.

Parents of children that are actively engaging will receive regular communications from their child's class teacher on Class Dojo.

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:

Teachers will provide individual feedback to pupils on their work as soon as is reasonably possible. During lockdown, teachers will deliver remotely and in school, so this will affect how much they are available to support learning at home on some days.

Feedback is generally given on an individual level on the work that pupils have shared on their Class Dojo portfolios. If pupils cannot access the portfolios, they will be able to drop off their work at school and be provided with feedback later in the week.

Class teachers may also deliver lessons where feedback is immediate through quizzes or pupils self-assessing their work through given marksheets.

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:

Children with SEND will be given work that closely matches their needs. Work will be carefully differentiated to take into account all children's current educational attainment and learning needs. If a child requires more practical hand-on activities, work packs with resources will be created in school and made available.

If a child requires specific support, then one-to-one learning support can be accessed via Goggle Meet or telephone calls with teachers and support staff.

Pupils in our Early Years and Year 1 will be offered a range of activities that meet their particular needs. Teachers will create lessons and timetable that incorporate the needs of young children, including a clear focus on phonics and play-based activities.

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 child is self-isolating, class teachers will produce a weekly timetable of work for that pupil that closely matches the work that the child's classmates are doing in school. Where activities require resources or materials from school, arrangements will be made to ensure that the child has them at home.

If activities that are being taught in school cannot be done at home due to the necessity for specific new teaching or resources that are difficult to access, then the child that is self-isolating will be provided with either a comparable activity or a piece of work that consolidates vital learning in that subject area. Where pupils cannot access key learning objectives that their cohort is accessing in school, they will be provided with catch-up time on return to school so that they do not fall behind.

Teachers that are working in school will give feedback on work as soon as possible in order to maintain the child's motivation levels and engagement.