



# 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.

### 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 learning.

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

If school or a bubble is instructed to close quickly, the children will receive a workbook to complete independently in the first instance. If the children are not in school, teachers will email individual classes to provide online learning links for that day whilst a remote education timetable is put in place. We aim to have a remote education timetable in place by the next day.

### 3. 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. Teachers will provide your child with a remote education timetable that has a similar structure of the day to the one that they would receive in school. For example, providing learning for the same subjects that would be taught on a particular day.

## Remote teaching and study time each day

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

We expect that the remote education timetables provided by teachers (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EYFS	Less than 3 hours a day for younger children
Key Stage 1	3 hours a day on average across the cohort.
Key Stage 2	4 hours a day on average across the cohort.

Information from DFE guidance "Restricting attendance during the national lockdown: schools".

However, children may complete work quicker due to the 1:1 nature of home learning or different paces in which they work. Therefore, teachers have provided home learning packs on the class pages of the school website for extra learning.

## Accessing remote education

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

Children will access online remote education through the platforms below:

- Purple Mash/Mini Mash
- Oak National Academy
- BBC Bitesize
- Recorded Lessons (made by teachers)
- Google Meet
- Maths with Parents
- STEM Primary Resources
- Times Table Rockstars

### 2. 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 you need to lend a laptop or need further information on this please email – [office@st-josephs.sheffield.sch.uk](mailto:office@st-josephs.sheffield.sch.uk)
- Parents can contact teachers through their class email for printed materials to be arranged.
- If children cannot access the online platforms, pictures can be taken via a phone and emailed to the teachers so that their work is submitted and they can receive feedback on their learning.

### 3. How will my child be taught remotely?

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

- Class teachers are available between 9:00 - 9:30 for an online register / well-being check in. The class teacher will outline the lessons for that day and give children an opportunity to ask any questions.
- Parents will be emailed a weekly timetable giving daily lessons.
- Maths: Oak National Academy maths lessons will be assigned daily over the timetable provided. As we follow the Mathematics Mastery approach in school, these lessons follow on and match the appropriate lessons to the ones the children would normally receive in school.
- Maths drop-in sessions will be offered between 13:00-14:30 (depending on the class) daily. This will be an opportunity for children to ask any questions. The class teacher will share their screen of the online lesson and talk through the worksheets.
- English: For those on the programme, daily RWI lesson clips are assigned according to the groups (from the portal). Matched decodable books / e-books will be provided for practice. Serial Mash will be assigned to children daily. Alongside reading the chapter online, children will answer comprehension questions about the book and complete writing tasks. Class teachers will provide individual feedback daily. Extension English lessons may be provided via Oak Academy or Literacy Shed. Teachers must ensure the appropriate lessons are in place to compliment the lessons in school. Spellings can be practiced at home in their Spelling Booklets provided by the class teacher.

- Reading: Teachers record themselves reading a chapter of a book daily which is allocated on the children's timetables. Online reading journals will also be used via Purple Mash.
- RE: Teachers record RE lessons which are on the timetables sent home for children. Appropriate activities for the children to complete are featured in the recorded lessons. Collective Worship slides from TenTen are uploaded onto the school website for children to access.
- Humanities and Science: Staff may provide their own slides/flipchart and other planned work. Oak Academy or BBC bitesize resources will be used for humanities or science, but only where this matches what would have been taught in class. For example, the Vikings or Electricity.
- Other foundation subjects:
- PSHE: PSHE activities covering pupil will be set weekly. The teachers may use their own slides or Oak National Academy to provide this. It will link to the curriculum taught in school.
- MFL: An MFL recorded lesson and activity will be provided weekly, as set by the MFL specialist teacher.
- Music: Music will be timetabled weekly through the use of Charanga or Oak National Academy.
- Computing: Computing will be timetabled fortnightly although children's practical skills will benefit from this through remote learning.
- PE: PE will be timetabled weekly through the use of Joe Wicks, BBC Bitesize, ThisisPE or another platform.

## Engagement and Feedback

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

We expect pupils to engage frequently and parents to support where necessary with remote education but understand that there are sometimes situations which hinder this. Try to set routines to support your child's education. The timetables provided by class teachers are a suggestion, therefore feel free to change the timings of the subjects and the school day to support your home life. If you are struggling with remote education engagement please contact your child's teacher or [office@st-josephs.sheffield.sch.uk](mailto:office@st-josephs.sheffield.sch.uk).

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

Teachers monitor children's engagement with remote education every day through using an "engagement timetable". Teachers also take a register every day for SIMs. If there is a concern, a member of staff will inform you through a telephone call to see how we can support you.

### 3. 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 via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

- Teachers provide daily feedback on most subjects set on the timetable. They may provide feedback through the online learning platform, Purple Mash, or through email if pictures have been sent.
- Teachers aim to provide feedback as soon as possible so that children are able to amend their work accordingly.
- Teachers still closely adhere to the marking and feedback policy, used in school. For example, marking writing on Purple Mash and highlighting spelling, grammar and punctuation changes for children to edit.

### Additional support for pupils with particular needs

#### 1. 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 SENDCO will make regular phone calls with families to ensure they are receiving the correct level of support.
- Teachers will provide differentiated learning tasks for children.
- Children with an EHCP are able to access school provision.