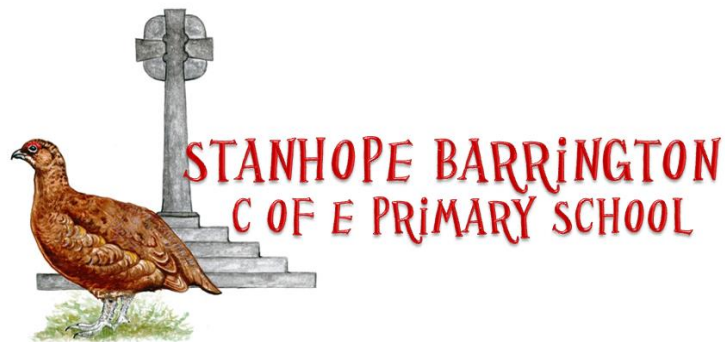


Stanhope Barrington CofE Primary School

Remote Learning Offer



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?

All children either self-isolating or isolating as a result of a bubble or school closure will access remote learning via our remote learning platform – Seesaw.

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 some children. For example, remote learning activities will be differentiated by your child's Class Teacher to reflect your child's ability. Similarly, children with School Support Plans or who are currently taking part in catch up or intervention groups will also receive specific targeted activities.

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	3 hours per day on average is the minimum requirement specified by
-------------	--

	the DfE. We aim to provide targeted tasks to meet children's individual needs and give a flexible approach so that parents can extend learning if required.
Key Stage 2	4 hours per day on average is the minimum requirement specified by the DfE. We aim to provide targeted tasks to meet children's individual needs and give a flexible approach so that parents can extend learning if required.

Accessing remote education

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

You child will access remote learning via our platform – Seesaw. We also publish planning, additional resources and activities on our school website and You Tube Channel.

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 your child is unable to access remote learning due to lack of technology such as access to wifi or an appropriate device you should contact the school office by emailing admin@stanhopebarrington.org.uk.

We may be able to provide you with a laptop (if one is available) or we will do our very best to locate an appropriate device for you.

Parents will be required to sign a Parental Agreement if they loan a laptop or device from school.

If we are unable to support your child with online access, we will provide paper packs of work which can be collected and returned to the school office on a fortnightly basis.

How will my child be taught remotely?

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

- Seesaw online remote learning platform which includes videos of lessons by teachers, voice overs, powerpoint presentations, worksheets and animations.
- recorded teaching using other resources such as Oak Academy or other providers so long as those resources reflect our own curriculum plans.
- 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
- We also use videos of lessons on our You Tube Channel.
- We provide links and online access via our website to videos for collective worship.
- We offer weekly zoom sessions for celebration assemblies for the children in a class or bubble to enjoy some informal time together.

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?

- Parents are expected to have read and signed the Remote Learning Guidance and Consent document which outlines in detail responsibilities.
- Children are required to submit work within 48 hours of it being set by their teacher
- Parents should monitor and be vigilant about what their child is posting on Seesaw and ensure it is appropriate and relevant to their learning.

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

Class Teachers monitor children's engagement on a daily basis between 8am and 5pm.

Any child who is not engaging at all for more than one day will be reported to the Head Teacher.

The Head Teacher will monitor activity on Seesaw and has an overview of all classes.

Any child who has not engaged in learning for 48 hours will be followed up by either the Head Teacher or Thrive Practitioner.

Parents will receive a phone call from either of the above members of staff to explore why the child is not engaging. This will be a supportive phone call to identify ways in which we can help and support.

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:

If a piece of work requires evidence to be submitted it will state this on the activity. Some activities do not require work such as participation in PE lessons etc. Teachers will respond to children's work within 48 hours of the child uploading it to Seesaw. Teachers will only comment on teaching and learning activities and will only respond to general messages if there is time to do so. Priority will always be given to educational feedback. Teachers will be assessing children's work on an ongoing basis and will intervene if they feel children are not making progress. It is therefore essential that children try to complete as much of a task as possible independently so that Teachers get a true picture of a child's progress.

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:

Your child's Class Teacher will work in conjunction with the SENDCO to ensure that tasks set on remote learning platforms are accessible and individualised to meet the needs of the child.

In addition, children may be part of catch up, booster or intervention groups and will receive activities which help a child make progress towards their School Support Plan targets.

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?

Whether a child is in school, in a closed bubble or class or is isolating individually they are all following the same curriculum and therefore they will access their work in the same way as detailed above.