



**Remote Teaching and Learning Offer**

**St Thomas of Canterbury**

**2022-23**

## **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?**

In the first two days of remote education, teachers will use Google Classroom to share links to maths, English and wider curriculum lessons from outside providers, such as Oak Academy. These lessons will be as closely linked as possible to learning that would have taken place in school and are likely to be used to revise key learning already covered in class. Pupils may also be sent home with paper resources, for example, workbooks to complete independently, while teachers put together more bespoke learning.

### **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, English provision will have a grammar focus rather than whole class writing focus. This is because more effective feedback can be given for these lessons remotely.

### **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
Key Stage 2	4 hours per day
Key Stage 3 and 4	n/a

## Accessing remote education

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

All remote learning content can be accessed through the child's individual Google Classroom account. Set work can be found in the Classwork section and live lessons are accessed via Google meet which is only accessible from the child's Google Classroom.

### 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:

- Laptops will be issued to families where technology is a barrier to remote learning.
- At times, printed work will be provided for pupils. This can either be collected from the school office or posted home.
- The school will support any family where internet access is a barrier to accessing remote learning.

### How will my child be taught remotely?

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

- live teaching (online lessons)
- pre-recorded lessons produced by the class teacher
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- for those on the programme, daily RWI lesson clips are assigned according to the groups (from the portal). Matched decodable books / e-books provided for practice
- reading for pleasure books can be collected from the school
- there may be times when children are signposted to resources such as those produced by Oak Academy or the BBC

## **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?**

- It is expected that all pupils will engage with remote education
- In Y4 – 6, we ask that parents support their children in setting up routines and that they encourage their children to provide feedback as set out below.
- In Reception – Y3, in addition to supporting children with routines, we ask that parents also provide feedback about their child's learning.

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

- Weekly engagement figures are collected from each year group and any concerns are discussed with parents. Engagement can be measured by the number of set assignments completed and handed in on Google Classroom and the child's attendance in live lessons and check ins.
- Parents will be supported, and guidance has been produced, that guides parents through how work should be submitted on Google Classroom.

### **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:

- When assignments on Google Classroom are handed in classteachers are notified. All work that has been handed is acknowledged and appropriate feedback provided. Additionally, children working remotely have opportunities for live check in sessions with their teacher, which can be used for feedback.
- Quizzes and assessments are regularly set on Google Classroom.

## **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:

- All children have access to appropriate work on their Google Classroom, this includes those with SEND.
- Class teachers will work closely with the school SENCO to identify any further support require for children with SEND in order to learn effectively from home

## **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?**

Once school has been informed that a child is self-isolating the expectation would be that:

- The child will access the morning and afternoon register from the first day of isolation (through Google Classroom).
- A timetable will be provided, from the first day of isolation, that directs children to their live and prerecorded lesson content.
- Parents should let school know if there will be any remote access challenges during the period of isolation.