

The St. Bart's Academy Trust

Remote Education Provision



Academy:

St. Michael's Community Academy

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 if 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?

The main home-school portal that will be used at St. Michael's is **Class Dojo**. This is an online tool that all parents are familiar with, and which is already in use for exchanging information and updates between school and parents. There are other learning applications that are used in school, such as Times Table Rockstars or BoomReader. Where the use of these is expected we will ensure that this is specified in the timetable that is shared with parents.

Details of timetables for learning, useful websites and resources will be posted on the dojo page for each class on the first full school day after it is confirmed that pupils will be sent home to learn remotely.

We will distribute physical resources as appropriate. This may consist of, but is not limited to, stationery, exercise books and printed resources.

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, PE will take place in the home location rather than using the school's sports facilities, phonics interactions between pupils and teachers will be more limited when done online than in person, practical subjects such as Design and Technology or Art and Design will be more limited in scope due to access to the right kind of resources etc.

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:

Primary school-aged pupils	<p>Preschool and Reception children:</p> <p>120 mins per day: 1 x English lesson 45 mins 1 x Maths lesson 45 mins 1 x Phonics lesson 30 mins 1 x Topic lesson 45 mins</p> <p>Year 1 and 2 children:</p> <p>210 mins per day: 1 x Reading/SPAG/Phonics lesson 30 mins 1 x English lesson 60 mins 1 x Maths lesson 60 mins 1 x Foundation subject lesson (including Computing and Science) 60 mins</p> <p>Year 3 and 4 children:</p> <p>270 mins per day: 1 x Reading lesson 45 mins 1 x SPAG lesson 45 mins 1 x English lesson 60 mins 1 x Maths lesson 60 mins 1 x Foundation subject lesson (including Computing and Science) 60 mins</p> <p>Year 5 and 6 children</p> <p>270 mins per day: 1 x Reading lesson 45 mins 1 x SPAG lesson 45 mins 1 x English lesson 60 mins 1 x Maths lesson 60 mins 1 x Foundation subject lesson (including Computing and Science) 60 mins</p>
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Accessing remote education

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

All interactions between home and the school will be communicated via the **class dojo** tool that is already in use with parents.

Work will then be set using the Showbie platform that is in use in each class (Y2-6) at school.

For pupils in EYFS and Year 1, relevant links to the live online sessions or to websites/resources will continue to be shared over 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:

For children in EYFS and Y1, the school has a number of additional DfE-supplied devices, in addition to a limited number of existing devices already held in stock by the school, that it can share with families who need them. In the event of a full school closure we will ascertain which parents require assistance with technology and distribute these devices accordingly.

All pupils from Y2 upwards will have their existing school iPad assigned to them to take home so that they can access home learning.

How will my child be taught remotely?

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

- live teaching (online lessons)
- 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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

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 pupils to engage with the remote education provided by school. The lessons reflect the what the children would be learning if they were in school. Each class teacher has planned and prepared the lessons with the specific cohort of children in mind. We expect parents to support their children's education. Whilst, we acknowledge this can be difficult at times, school is available to help and support parents with any questions or queries they may have. Fortnightly telephone calls to parents will be made by class teachers to check welfare and progress.

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

- We will monitor pupil participation in their learning by what they hand in virtually.
- We will maintain direct contact with parents through class dojo.
- We will make a wellbeing call to all families on a fortnightly basis.

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:

All uploaded work will be responded to. This may be in the form of direct close marking, a general feedback statement covering the day or sequence of work completed over the week, or a voicenote left for specific work handed in via Showbie.

Class dojos are awarded to children for exceptional work. Work and effort may also be celebrated on the school facebook page. Children, who are completing paper work packs, may return their work to school and receive feedback in the form of texts and emails. Also, parents may email children's work into school at the end of each week for the attention of the class teacher. This work will be acknowledged and feedback will be provided.

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:

The school is open to all children with an EHCP. However, for those children at home choosing to stay at home, supplementary measures have been put in place.

These include:

- Personalised work is set and emailed/sent out to children who are Below or Well Below Are Related Expectations in Reading, Writing or Maths.
- Weekly telephone calls.
- Where appropriate, teaching assistants to contact parents of children they work specifically with (EHCP children).
- Speech and Language plans and additional resources are provided as paper copies.
- For younger children, personalised videos are made and provided by school staff

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 and the rest of the class/bubble is in school, the work will be uploaded to Class Dojo as detailed previously. The expectation is that the child brings all work completed back into school on their return to school, or it is uploaded to Class Dojo for the teacher to view and mark. School staff will monitor the online learning platforms regularly and will provide feedback and support where necessary. There are no differences in remote education than previously stated