



St Adrian's Catholic Primary School

'To learn, to love, to live as a community of God with Christ as our teacher'



Remote education provision: information for parents

The government has set clear expectations for schools in relation to remote learning. Throughout the Autumn term 2020, all schools were required to put into place a remote learning plan to allow for continuity in teaching and learning for children. Research has shown that the effectiveness of remote teaching is determined by many of the same factors as determine the effectiveness of live classroom teaching. For example:

- ensuring pupils receive clear explanations
- supporting growth in confidence
- application of new knowledge or skills
- enabling pupils to receive feedback on how to progress

These characteristics of good teaching are more important than how it is delivered, be it in the 'live' classroom at school or through remote provision. As a result, we have designed our remote learning plan carefully to transfer into remote education what we already know about effective teaching in our classrooms at school.

The questions and answers below are intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education during periods of school closure or pupil isolation relating to coronavirus (COVID-19).

The remote curriculum

What is taught to pupils at home?

The 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. Teachers will provide activities on Tapestry, class blogs or Google Classroom in the first instance. Following the first few days following the physical closure of our school, work will be commensurate with the core teaching offered during a normal school day in terms of coverage and outcome. This will include as a minimum daily reading, writing and maths tasks along with activities covering other planned curriculum areas throughout each week.



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Remote teaching: how long should work set by the school take each day?

As a minimum we expect that remote education (including remote teaching, independent work and other curriculum activities such as assemblies) is of equivalent length to the core teaching pupils would receive in school. Current government guidance stipulates that children in Key Stage 1 should spend 3 hours a day on average across the cohort, with less for younger children and 4 hours a day for children in Key Stage 2. We would expect older children to work for longer periods than younger children which will be reflected in the tasks set by teachers.

Accessing remote education

How will children access their work?

Year 1 - 6 will access their work via Google Classroom while Reception and Nursery teachers will communicate activities via the class blogs and Tapestry.

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:

- The school can lend out a limited number of Chromebooks. Please enquire regarding availability at: admin@stadrians.herts.sch.uk
- If families are struggling with internet connection, they should contact the school who will try to source a router with data
- In the event that pupils are unable to access the internet, printed materials will be available for collection from school
- In the event that pupils are unable to access the internet and therefore are unable to submit their work online parents can arrange to drop work into school

How will children be taught?

Teachers will use a range of approaches to teach pupils remotely. These will include:

- recorded video modelling to teach skills or concepts



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- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- teacher made resources such as slides and activities
- live teaching via Google Meet with smaller groups of children

Engagement and feedback

What are the school's expectations for child engagement and the support parents and carers should provide at home?

Government guidance is clear that remote learning should be commensurate with learning in school. Therefore, we would expect children to complete work by the deadlines set by teachers. It is important that your child engages with home learning. We appreciate that remote learning may present some challenges for you. We kindly ask for your support so that we can continue to provide high-quality education for your child during this time.

Younger children in particular may need support in accessing online materials and staying focused with their remote learning. We ask that you help them as much as you can.

At the same time, we do not expect you to monitor your child's learning all day. It is, however, important that you take an active role in your child's learning by asking them about their day and what they've learned.

How will we check whether children are engaging with their work and how will you be informed if there are concerns?

Teachers will be available to pupils throughout the school day to respond to task related queries through their Google Classroom. They will routinely check completion of tasks and if pupils do not complete work, or do not complete work to a satisfactory standard, teachers will follow the steps outlined below:

- Raise directly with pupils to establish why work is not completed or completed poorly and offer support
- Provide reminders to pupils – explain that an email will be sent to parents if work is still not completed or poor quality is not addressed



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- Email parents via the Office to offer support
- If work is still not completed, refer to SLT

How will we assess children'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 Google Classroom are also valid and effective methods, amongst many others. In line with school expectations, teachers will provide feedback that addresses misconceptions, reinforces key learning or provides next steps to ensure progress. They will use their professional judgement as to how they achieve this with the tools available to them.

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?

Teachers working with pupils with SEND will work with families to deliver a suitably adjusted curriculum, seeking guidance from the school SENDco where necessary.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, remote education will differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school. If your child is not in school because they are self-isolating, teachers will endeavor to provide a remote offer applying the principles outlined in the information above and using the digital tools available to them.

If you have any questions about the information in this document please contact the school helpdesk on: googleclassroom@stadrians.herts.sch.uk

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