

# ST PAUL'S C of E VA PRIMARY SCHOOL, CHIPPERFIELD



*Love to Learn; Learn to Love*

The Common, Chipperfield, Kings Langley, Herts. WD4 9BS  
email: [admin@stpauls909.herts.sch.uk](mailto:admin@stpauls909.herts.sch.uk) (office)  
tel: 01923 262340  
Headteacher: Caroline Moore



## **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. *Updates with access to Microsoft Teams.*

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?**

When whole classes or year groups have to isolate, teachers will provide recorded lessons or videos (some self-recorded and some from appropriate links), written letters or slides, and send them out via SeeSaw, *Microsoft Teams* or teacher email accounts on Teachers2Parents. This will be done within 24 hours of children being asked to self-isolate.

### **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.

### **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	Y1: up to 3 hours a day
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	Y2: 3 hours a day on average
Key Stage 2	4 hours a day on average

## Accessing remote education

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

Generally, work is uploaded onto SeeSaw or *Microsoft Teams*; families have been sent pupil passwords. Other activities may be sent via teacher accounts on Teachers2Parents. A range of digital platforms are used to supplement learning and for the completion of homework, including MyMaths, Purple Mash Active Learn, White Rose Maths, PhonicsPlay, TT Rockstars, BBC Bitesize, Oak Academy, Oxford Owl, Charanga and DSSN links to virtual PE competitions.

### 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:

- Subject to availability, pupils will be provided with electronic devices wherever possible. Parents should email: [admin@stpauls909.herts.sch.uk](mailto:admin@stpauls909.herts.sch.uk) or telephone the school office to request assistance.
- Workbooks have been issued for English and maths for Reception children upwards. Paper copies of work can also be provided for children who struggle with online provision or do not have access. Please note: due to the restriction of items going between home and school, online provision should be used wherever possible.
- Other activities may be provided that do not require digital access.
- Early Years are sent a weekly overview with a range of activities that do not require digital access.

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

- Recorded teaching (some video/audio recordings made by teachers, and others purposefully produced by organisations such as the Oak National Academy)
- Letters/documents with relevant hyperlinks and details of lessons for that day sent on SeeSaw *or Microsoft Teams*.
- Instruction using tools such as PowerPoint/Google slides
- Printed paper resources (workbooks and worksheets)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (such as MyMaths and Purple Mash)
- Some long-term project work and/or internet research activities, although not an over-reliance on this approach

## 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?**

- Pupils are expected to complete the core activities set as advised by their teacher. Other activities may be selected depending on the circumstances of the family on any given day.
- Teachers are able to track engagement and will communicate with parents and/or children if work is not completed.
- Parents should support children to complete the work set to the best of their ability. Parents, please ask your children about their work, what they have had to complete and what they have learned.
- Parents should contact teachers (SeeSaw or teacher email) with any questions.
- Older pupils are expected to respond to comments on SeeSaw *or Microsoft Teams; online sessions will include opportunities for discussion and feedback.*

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

- Pupil engagement will be monitored daily through SeeSaw *and Microsoft Teams*.
- Depending on the age of the children, some short assessments or quizzes may be set periodically to check on the understanding of a unit of work.
- Weekly catch-ups are offered by telephone for those families of children not in school. Where children are struggling to engage, alternative arrangements can be discussed. Staff may speak to children themselves if appropriate.

## **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:

- Feedback will mainly be given on SeeSaw *and Microsoft Teams*; this allows staff members to feedback and comment on individual work.
- Online opportunities will be provided for feedback and discussion; the regularity of this will depend on the age of children.
- Further remote contact can be arranged on an individual basis if further feedback or clarification of work is needed.
- Feedback will be given as soon as staff are able; speed of feedback is dependent on how many children of critical workers and vulnerable children are in a bubble/cohort and staffing availability.

## **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:

- Staff will make reasonable adjustments in the work sent home to support children with SEND. Alternative work, including paper versions, will be provided for SEND pupils who struggle to access online provision.
- The SENCO will contact all families of children with SEND who are not at school to establish additional requirements; the SENCO will check-in periodically with families to check on welfare and needs.
- Parents are encouraged to email teachers/SENCO as and when the need arises at any point.
- Remote education for younger children will include practical activities that can be done at home. Staff will send pre-recorded phonics sessions.

### **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?**

Class teachers will send work out within 24 hours of notification that a family/child is having to self-isolate. As far as possible, teachers will send out the activities being used via SeeSaw, *Microsoft Teams* and/or teacher email; this may include screenshots of Powerpoint and other slides used in school so that pupils have access to the same resources. If families are unable to access resources provided online, then the school will arrange provision of paper copies. Telephone calls can be arranged if queries occur or further clarification is required.