



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 bubbles to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

The remote curriculum: what is taught to pupils at home

A pupil's first day of being educated remotely might look different to 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?

On the first day of bubble closure, teachers may not have work ready for pupils to complete directly on that day. In order to ensure children do not miss out on a day of learning, there will be a **Get Going** section in each Google Classroom, with standing work that pupils can complete to revise and consolidate 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. We have matched our remote offer to our long term curriculum map. However, where this is not possible, we will ensure that online resources are of a high quality and suitable for home learning.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

The DfE guidance states that KS2 should be provided with four hours of work each day and KS1 with three hours of work each day. Where families find this amount difficult, we suggest that your child focuses on English, Maths and Reading/Phonics or online resources such as Bug Club and Mathletics. Parents should contact the school if they are struggling with the quantity of work so their class teacher can offer support.

We will provide a suggested daily timetable, which will include two live Google Meets each day.

Reception pupils work best in short bursts with plenty of play and talk; play is a hugely important part of a child's development, helping young brains to develop and for their language and communication skills to mature. Time spent talking to and playing with your child will teach them about communication, develop their motor skills and help them with problem solving. We would recommend spending a maximum of 20 minutes at a time on Reception assignments.

Accessing remote education

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

Remote learning will mainly be provided using Google Classrooms. There are folders for each subject that are updated every day. Pupils can comment on assignments or in the classroom stream for additional help. There will also be two Google Meets that can be accessed through the classroom. Each day's lessons will appear as a separate assignment on Google Classroom, so that work can be submitted individually. In addition, we may use some of the following resources:

- White Rose Maths
- Mathletics
- Timestables Rockstars
- Bug Club
- Spelling Shed.
- BBC Website

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:

- We have provided Chromebooks to some families and hope to have more available soon.
- BT Wifi vouchers are available for families who do not have internet access.
- In some circumstances, printed packs can be made available for collection from school. These can be collected and submitted weekly.
- We have also provided families with new exercise books in which work can be completed.

Please email: admin@st-ignatius.surrey.sch.uk if you need any of the above.

How will my child be taught remotely?

All remote learning will continue to be provided for children via Google Classroom. Year groups will continue to provide the same learning that is being taught in school. Each lesson will include a video presentation.

- daily Maths lessons
- daily English lessons
- foundation subject lessons in the afternoon (eg. Science/Topic/RE/Art/Music)
- two PE activities a week
- weekly yoga lesson
- whole school assembly
- Athletics, Bug Club, Timestable Rockstars and Spelling Shed

Additionally, each class will have **two** Google Meet 'check-in' sessions every day - one in the morning and one in the afternoon. These are clearly timetabled below to avoid clashes between siblings, so please try to adhere to the given times. The morning meet will introduce the lessons, explain the learning objectives and tasks and ensure the children understand the work set. In the afternoon, teachers will revisit the morning's work, checking understanding and addressing any misconceptions.

Google Meets also provide the opportunity for children to engage in a range of additional interactive activities such as: prayers/class worship, quizzes, spelling & times table games, story time or reading a chapter book.

Lessons (called 'Assignments' on Google Classroom) will be posted the evening before they are to be completed by children. This is designed to give parents time to prepare resources should they need to. Assignments will be scheduled to be posted at 7pm

We will be including weekly timetables on Google Classroom where we will add in additional activities and lessons. Assemblies will be recorded and will be uploaded onto Google Classroom.

In some cases, individual or group interventions will be provided such as one to one reading

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 all pupils to engage with the remote learning provided and to complete the minimum hours set as per the timetable. However, we are mindful that family circumstances vary. Parental support required will depend on many factors including the age, motivation, concentration and attainment levels of pupils. We encourage parents to contact us if there are significant barriers to pupil engagement and we will do our best to work with families to overcome these.

Where possible, it is beneficial for young people to maintain a regular and familiar routine. We recommend that each 'school day' maintains structure and provides a clear timetable for children working from home remotely. Parents should contact the school if their child is ill or otherwise can't complete work.

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

Teachers will check pupils' engagement through Google Meet sessions and work submitted on Google Classroom. Where engagement is a concern, the class teacher or Phase Leader will offer support in accessing the learning. If class teacher/Phase Leader support does not help resolve the issue then the Deputy Headteacher or Headteacher will need to contact the parent.

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. Our approach to feeding back on pupil work is as follows:

- Written comments on submitted assignments
- Verbal feedback to pupils in Google Meets or interventions
- Assessment tasks will be added onto Google Classroom regularly to monitor progress and attainment.
- Teachers will keep a record of all children's work submitted via Google Classrooms in order to make a judgement on progress over time.

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:

Pupils with SEND have varying needs and ability to access the online learning curriculum. Where needed, class teachers will offer differentiated learning resources and activities. These may be offered via the Google Classroom platform with their 1-1 support or via physical packs. Where appropriate, pupils will work with their 1:1 support person on Google Meet. Some pupils will work with a Teaching Assistant in a small group or individually in separate interventions.

Opportunities to collect further resources to support learning will be made available by school where the need is identified and required. Families of identified vulnerable pupils will receive check in calls to offer advice, guidance and support where needed.

Outside agencies who offer pupils with EHCPs support e.g. speech therapists will continue to liaise with school and families. Pupils needing additional emotional support will be offered telephone calls to parents to offer advice, signposting to specialist support and resources where appropriate.

In EYFS we understand that these very young pupils will need significant adult support but many lessons will involve videos for your child to watch and engage with. Other activities are clearly explained to enable adults to support children.

PASTORAL SUPPORT

Where appropriate and feasible, the school will use existing pastoral support offers, such as Rainbows – this will be achieved by forming a small group on Google Meet to carry out sessions weekly.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their class remains in school, how remote education is provided will likely differ from the approach for whole classes. 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?

Where a child is self-isolating but the rest of their class or bubble are in school, remote learning will be slightly different to above as teachers and teaching assistant will be in class. The children will receive tasks through Google Classroom in line in with what is being taught in class; children should use the Get Going folder on Day 1 of isolation. Where possible, tasks will be adapted for children home learning. Teachers will not be able to conduct Google Meets when an individual child is isolating but children will still have access to the full range of online resources as described above.