St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

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.

Home and School Partnership

St. Michael's CE Junior School is committed to working in close partnership with families and recognises that each family is unique. This means that remote learning will look different for different families in order to suit their individual needs. Where possible, it is beneficial for young people to maintain a regular and familiar routine and we would recommend that each 'school day' maintains structure.

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?
Work will be made available on Google Classroom and will reflect the learning that children would have been receiving in school. During the first couple of days work will be presented on Google Classroom using sheets and teacher guides. Videos will be shared from sources such as BBC Bitesize and Oak National Academy.

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 will need to make some adaptations in some subjects. For example Computing has to be adapted in some areas where programs are not available from home and in some areas of Science, where equipment may be an issue, learning will be adapted.

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 four hours each day.

Accessing remote education

How will my child access any online remote education you are providing?
Google Classroom is an online platform which we will be using in school to share our learning with parents at home. Through Google Classroom teachers are able to share tasks, videos, messages and also maintain communication with the children during any period of self-isolation too.

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:
- Identify children who may be eligible for a device through the government scheme or via local charitable organisations and lend to or source devices for these families.
- Identify children who may be eligible for support with their internet connection and provide this where needed.
- Provide printed packs which can be collected from the school office, or delivered where children are self-isolating.
- Ensure children are able to post or drop off work to school for feedback.

How will my child be taught remotely?
We use a combination of the following approaches to teach pupils remotely:
- Recorded teaching made by our teachers
- BBC Bitesize resources
- Powerpoints and presentations
- Worksheets and further guides

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 would encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work and encourage them with their learning. Some learning may need introducing and supporting, other work will require the children to be able to complete it independently. Our expectation is that all children access home learning for 4 hours a day.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?
We check Google Classroom daily and record whether children are engaging with their remote education. If there is a concern around the level of engagement of a pupil, parents will be contacted via phone to access whether school intervention can assist engagement.

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:
- We check Learning tasks that are submitted each day and these will be commented on or liked by class teachers within 24 hours and feedback will be provided. Feedback may include a next step or something to go back and review, where appropriate and is designed to support the child's learning journey.
- Each child will receive at least 3 written feedback comments per week, whilst teachers are in school teaching key worker children.
- Parents will be called weekly to provide further reports on progress.

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:

- We will ensure that pupils with EHCPs and learning needs continue to have their needs met while learning remotely.
- We will identify the levels of support needed and make adjustments as needed, including personalised packs and personalised support.
- Where language may be a barrier, we will liaise with external agencies, eg EMTAS to provide translations or other support as needed.
- We maintain contact with families to support with their home learning.

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 providing remote education for whole groups. This is due to the challenges of teaching pupils both at home and in school. This does not refer to a situation of National Lockdown.

If my child is not in school because they are self-isolating (not in relation to a period of National Lockdown), how will their remote education differ from the approaches described above?
Learning will continue to be set via Google Classroom and will match the learning in school as far as possible (see previous response regarding adaptations to curriculum for remote learning). Individual children who are self isolating (ie very small numbers in each class), will not receive recorded lessons, however PowerPoints and teaching resources will be shared to support the learning. The teacher will continue to provide feedback and respond to children's work and will also ring to provide further feedback and support. Teachers will continue to monitor levels of engagement and we will continue to offer support for children who require a different approach.