



ST MARTIN'S SCHOOL

REMOTE EDUCATION PROVISION POLICY

2h

Date: February 2021

Date for Review: February 2024



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 policy.

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?

Reception, KG, Year 1 and 2

Pupils will access material on teams with live lessons on zoom.

Years 3-8

Pupils will access material posted on Teams or sent via email. Live lessons will take place through either Teams or Zoom.

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, the more practical subjects such as Games, PE, Art, Design and Music due to the fact the pupils are working alone and cannot take part in team games; or they do not have access to specialised equipment such as a laser cutter or a specific musical instrument.

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	Pupils have 3 live inputs during the day of approximately 30 minutes this is then followed by an activity related to the teaching which will take at least 30 minutes. They are able to 'teams call' their teachers for help.
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	Activities are also provided daily on Doodle Maths, English, Spell and Tables and Independent reading on Bug Club for approximately an hour a day.
Key Stage 2	<p>Pupils have a morning registration followed by a 20 minutes form time, which may be used for an assembly. There is a 10-minute registration period at the end of the day.</p> <p>For pupils in Years 3 to 8, there are six lessons per day. These have been reduced by five minutes to 45 minutes to allow pupils more time for organization and a screen break.</p> <p>Years 3 to 8 break at 12:50 for lunch and return at 14:00 for the first of their two afternoon lessons, then have a registration period at 15:45.</p>
Key Stage 3 and 4	As per Key Stage 2.

Accessing remote education

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

Two key platforms being used are Zoom and Microsoft Teams. Work is also shared by email.

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 encourage parents in this situation to contact us for assistance through the school office: office@stmartins.org.uk and we will ensure that all pupils can access remote learning.

How will my child be taught remotely?

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

- live teaching (online lessons) – a mixture of full lessons, and others that have a lengthy introduction followed by independent work, and others using a short introduction and a



short plenary.

- limited recorded teaching – videos produced by staff
- textbooks and reading books pupils have at home
- online textbooks where appropriate
- online assignments
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – MyMaths, MathsWatch, Espresso

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?

All pupils are expected to attend all their normal lessons, albeit remotely, except for swimming in Year 3.

Parents are expected to help their son to be organized for the day and check up on how they are doing in the way they normally would when in school, but without the use of the school planner. If they have concerns or questions, these can be communicated to the teacher concerned via an email.

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

- Pupils' engagement will be checked daily.
- Any concerns will be reported to parents in the normal way through an email or a call, which may be audio only or video.
- Concerns will also be recorded internally.

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:

Pupils will receive verbal feedback in lessons.

Pupils will receive written feedback in a variety of ways. This may be digitally on submitted work, in the feedback area of Teams or through emails.

The frequency of written feedback will vary according to the task, but normally given upon completion of the task.



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:

- Close liaison between the pupil's Form Teacher and parents
- Opportunities for the pupil to discuss the work with the subject teacher in a 1:1 or small group setting to help with understanding and completion of tasks
- Extra reminders given to complete the work and extra time or extension of deadlines given if needed
- Support for known SEMH needs on a 1:1 or small group basis
- Individual contact with SENCO available as needed

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?

Pupils that self-isolate when their peers are in school, will be able to access their lessons either through Zoom / Teams with a Form of blended learning whereby the screen in the classroom is shared with the pupil at home and the audio of a computer enables them to ask questions.

Occasionally, a member of staff may deliver a shorter, 1:1 lesson with the pupil that is self-isolating.