



**STATEMENT ON REMOTE EDUCATION  
PROVISION AT**

**Stamshaw Junior School**



## Remote education provision: information for parents

Each school in The University of Chichester Academy Trust follows a Remote Learning Policy which you can find on our website. This is a summary of that policy for parents.

We aim to provide high-quality remote education for children both in and out of school. This can consist of learning which is:

**BLENDED**– Children’s learning involves electronic and online media as well as face-to-face teaching. It can take place in and/or out of school.

**FLIPPED** – Instructional content delivered online from another place. This could be a teacher in another class or who is at home self-isolating.

**REMOTE** – Carried out without physical attendance by the pupil and/or teacher using technology.

This leaflet focuses on REMOTE provision your child may have to access because they are:

- Self-isolating following close-contact with an infected individual
- Self-isolating because they have symptoms of COVID-19 and/or have tested positive but are well enough to undertake school work
- Not able to attend school because of an unplanned closure (snow, technical issues, staff illness)

### What should my child expect from immediate remote education in the first day or two?

**Stage 1** – The child is off for 1 - 2 days:

- Direct parents and child to appropriate learning websites ([Oak National Academy](#), [MyMaths](#), [TTRS](#), [White Rose](#) etc.).
- Share links via email, Marvellous Me or phone call.

**And/or**

- Provide the child with a learning pack and/or share links to Sway Lessons/Power Points/Notebook that provide learning for Reading, Writing and Maths.
- Join in the lesson remotely via TEAMS

## What curriculum will my child be following?

- We will cover enough of the core learning planned for school to minimise the risk of your child falling behind.
- Depending on the length of the expected absence, you may find the following we will focus mostly on English and Maths however we do plan to keep as close as possible to the curriculum. See our curriculum newsletters.

## 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:

Primary school-aged pupils	4 hours
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## Accessing remote education

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

You should be familiar with the platform we use to provide our remote curriculum. If you aren't, do make sure you get the details of how to access it before you may need it.

In the event that a child is off school for incidences relating to COVID, we will follow the below expectations regarding the provision of Remote and Home learning.

**Stage 1** – The child is off for 1 - 2 days:

- Direct parents and child to appropriate [learning websites](#) Here you will the links to a huge selection of websites. ([Oak National Academy](#), [MyMaths](#), [TTRS](#), [White Rose](#) etc.).
- Share links via email, [Marvellous Me](#) or phone call.

**And/or**

- Provide the child with a learning pack and/or share links to Sway Lessons that provide learning for Reading, Writing and Maths.

**Stage 2** - The child is off for 3 - 7 days awaiting test results:

- Invite child to remote into lessons, ensuring that ALL children are not viewable both at home and at school e.g. Ask the child remoting in to turn off their camera whilst the teacher only shares the slides, making sure no children in the classroom can be seen.

• **And/or**

- Provide the child with a learning pack for Reading, Writing and Maths.

• **And/or**

- Create Teams Assignments/Sways/Power Point/Notebook that direct pupils to useful websites that support learning. Convert worksheets and learning documents into Sway links.

- **Stage 3** - The child is off for 14 days self-isolating:

- Invite child to remote into lessons, ensuring that ALL children are not viewable both at home and at school e.g. Ask the child remoting in to turn off their camera whilst the teacher only shares the slides, making sure no children in the classroom can be seen.

**And/or**

- Create assignments on Microsoft TEAMS that include:
  - clear instructions for learning,
  - useful website links, uploaded SMARTs,
  - additional resources (e.g. PowerPoints, help sheets etc.) tasks for the children to complete and submit remotely.

**And/or**

- Create Teams Assignments/Sways/Power Point/Notebook that direct pupils to useful websites that support learning.
- Convert worksheets and learning documents into Sway links.

### **If my child does not have digital or online access at home, how will you support them to access remote education?**

We know lots of families do not have access to suitable devices or broadband. If this applies to you and we haven't helped you yet, do get in touch as we may be able to offer you support in the following ways:

- Printed versions of the materials your child will need.
- Free SIM cards, where available, to get you an internet connection to a small group of families donated by Vodafone.
- 4G Routers when available.
- Loan of laptop devices, when possible.

## **How will my child be taught remotely?**

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

- Live teaching (online lessons via TEAMS)
- Printed material
- Recorded lessons from our teachers
- Group or individual catch-up sessions online where your child can talk to the teacher about their learning
- [Materials](#) on the internet for your child to access independently, for example videos, quizzes, articles or games.
- Textbooks and reading books
- Reading available on our [EBook Library](#)

## **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?**

- Set up the accounts in advance, so they are ready when you need them
- Talk to us in advance if you need support with devices/internet
- Arrange a space in your home which gives your child the best possible chance of remaining attentive during learning activities
- Check the instructions for each day in advance, so your child is prepared for the activities
- If there are live sessions for your child to engage with their teacher, set a reminder so you can help them access it
- Engage with the learning yourself if you are able, particularly taking time to read every day with your child
- Support your child's day to ensure they have regular breaks, fresh air, exercise and healthy snacks
- Keep an eye on your child's online activity so you can be assured they are safe and happy

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

- We would expect that every child would complete the work to the best of their ability as if in the classroom
- Work would need to be submitted via [TEAMS](#) or email.
- Attendance to any live lessons would be expected for up to 3 hours per day.

- Feedback will be via [class emails](#) which can be found on our website and on TEAMS.

## **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:

- Verbal feedback with daily live lessons.
- Feedback via emails
- Feedback via TEAMS assignments
- Submit assignments via TEAMS

## **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:

- Teacher will try to ensure work is differentiated when possible
- Support staff will offer additional live sessions where possible including ELSA support, pre teaching & post teaching.
- The SENCo will be available to support by offering access to Dyslexia Gold for example.