



The St. Bart's Academy Trust Remote Education Provision



Academy:	Saint Nathaniel's Academy
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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 if 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.

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?

In the first day or two of a pupil isolating at home they will have immediate access to the English and Maths core learning activities via Class Dojo. The flipcharts/powerpoints/learning links will be shared with the parents to support parents in delivery and facilitation. By day three full access to all curriculum learning will be available via Class Dojo.

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?

Saint Nathaniel's Academy 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 where practical investigations are planned for a science lesson, if the required resources are not easily accessible in the home then the teacher may choose to provide a video of the experiment rather than asking pupils to carry out the experiment at home. Wherever possible and practicable the activities and resources used to support the learning will be the same both in school and remotely.

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	<p>School sets work that is of equivalent length to the core teaching pupils would receive in school in an appropriate range of subjects, and as a minimum:</p> <ul style="list-style-type: none"> • Key stage 1: 3 hours a day, on average, across the school cohort, with less for younger children • Key stage 2: 4 hours a day
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Accessing remote education

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

Saint Nathaniel's Academy uses Class Dojo as a remote learning platform. All children have a personal login and are familiar with the site. This is where all work will be available to complete or download. External links to learning will also be provided on the school 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:

For those children with a social worker and no access to suitable technology at home, the local authority have provided schools with laptops. In a lockdown situation, schools will allocate these to the identified children to ensure they have the same access to learning as their peers.

For other families who do not have access to suitable technology at home, parents are urged to make contact with school to register this and technological devices allocated to the school will be assigned to families on this list as soon as possible. Devices will be loaned after parents have signed an agreement. Until devices can be delivered to families paper packs of learning will be made available upon request, as a last resort and only as a temporary measure.

The school will support families with limited internet access by signposting to appropriate agencies for support.

How will my child be taught remotely?

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

EYFS Pupils

A weekly overview of the areas of learning and a theme is shared weekly with parents via Class Dojo. The majority of learning in EYFS is based around practical activities and play. Ideas, hints and tips are included for parents to support their children in accessing practical materials in the home to support learning, for example practising letter formation using shaving foam or flour on a table top. Teachers are also providing daily phonic videos to support each child's phonic development.

KS1 and KS2 Pupils

It is the expectation that each class teacher will upload a weekly range of learning activities to their Class Dojo page. The range of tasks will comprise of writing, reading, maths and activities to ensure full coverage of the wider curriculum for the children to complete. In addition, there will also be links to other platforms which can provide the learning required for the children to be able to complete their tasks. The aim is to provide a range of learning activities that enable children to complete work independently as well as activities that require adult guidance.

This is an example of a weekly timetable provided by our Class Teachers on Class Dojo.

Year 3 - Remote Learning Timetable WB: 18/01/21

	Monday	Tuesday	Wednesday	Thursday	Friday
Spelling	Spelling Rule 3 - The /U/ sound spelt 'ou' Segment cards	TT Rockstars	Spelling Rule 3 - The /U/ sound spelt 'ou' Practice test	TT Rockstars	s /U/ sound spelt 'ou' Spelling test
English	Lesson 1 To make inferences about a character Lesson slides Activity	Lesson 2 To create a piece of dialogue between two characters Lesson slides Activity	Lesson 3 To use a range of conjunctions Lesson slides Activity	Lesson 4 To plan a letter Lesson slides Activity	Lesson 5 To write a letter Lesson slides
Reading	Reading for Pleasure lesson 3	Class read	Share a story with a family member or career.	Share your favourite book - Upload a video sharing an extract of the book and an explanation of why it is your favourite book.	Complete your accelerated reader quiz on the book you are reading. https://ukhosted49.reinlearn.co.uk/1920192/
Maths	End of block assessment Lesson 1 Spr3.1.1 - Consolidate 2 4 and 8 times-tables on Vimeo Activity	Lesson 2 Spr3.1.2 - Comparing statements on Vimeo Activity	Lesson 3 Spr3.1.3 - Related calculations on Vimeo Activity	Lesson 4 Spr3.1.5 - Multiply 2-digits by 1-digit (1) on Vimeo Activity	Lesson 5 Spr3.2.2 - Multiply 2-digits by 1-digit (2) on Vimeo Activity
Curriculum Activity	History - To learn about King John and the Magna Carta Lesson slides Activity	PE - Joe wicks Youtube	Computing - To understand what a digital footprint is. PowerPoint Extension	Science Marvelous Mirrors Lesson Slides Activity 1 Activity 2	Art - To learn about Sonia Boyce and create a memory postcard. Art lesson 3 Postcard
Other things to do this week	PE with Joe - https://www.youtube.com/playlist?list=PLYLaPd4VxBsXs1WmPceKtsQyFbXTf9FO Purple Mash - https://www.purplemash.com/#tab/pm-home Accelerated Reader - https://ukhosted49.reinlearn.co.uk/1920192/ Free audio books - https://stories.audible.com/discovery/enterprise-discovery-21122356011?ref=adbl_ent_anon_ds_ds_dccs_sbtp-0-1				

For English lessons there are links to support the learning to either additional support materials, video tutorials or a pre-recorded video from the Class Teacher explaining the learning. For Maths lessons there are links to the White Rose video clips which support the child's learning by sharing explanations and demonstrations of maths strategies or key skills and concepts. The rest of the curriculum learning will be supported by additional resources, powerpoints or links to the Oak National Academy videos or resources.

Alongside the Oak National Academy Teachers may also signpost children to access activities or resources on Purple Mash (for which all children have their own log in), Times Tables Rockstars (for which KS1 and KS2 children have their own log in) Numbots (for which KS1 and KS2 children have their own log in) and many more trusted sites.

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?

It is both the Government and our expectation that pupils engage fully with remote learning. This means that children access the resources every day and contribute their learning via uploading their work to Class Dojo daily.

We ask that all parents work with us in partnership to support our children's learning to the best of our ability. We would ask that children complete their learning;

- in a quiet environment (where distractions such as the television or loud music are removed)
- with a level of support appropriate to their age (younger children will need more support to engage with learning than older pupils)
- as part of a regular routine and where work is completed within the normal hours of a school day (please avoid completing learning or upload tasks late in the evening)
- taking regular rest breaks from technology, getting fresh air and moving around.

All of these elements will provide your child with the best conditions in which to learn which will in turn improve the quality of the learning they produce.

On days where children of key workers are not attending school we would expect that the children follow their year groups remote learning timetable and engage fully with the learning for that day.

Please also support us by answering your telephone regularly as staff will make welfare calls to check that families are safe and well. Where staff are unable to make telephone contact with families home visits will be carried out.

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

Class teachers will monitor pupil's engagement with their learning on a daily basis. Where engagement is poor, irregular or there is no engagement at all teachers will make contact with the family and offer support.

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:

Class teachers will respond to learning in line with our usual Assessment, Marking and Feedback policies. This will take the form of more detailed text marking and feedback comments for lengthier written tasks and a shorter comment or pictorial response e.g thumbs up, smiling emoji etc for shorter tasks.

Work will be responded to on a daily basis and questions or queries raised by pupils or parents via Class Dojo will be responded to as soon as possible.

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:

Safeguarding and SEN

Those children classed as vulnerable are expected to attend school during a lockdown situation. This will support the child's wellbeing. School will communicate with the child's social worker (if one is allocated), to ascertain what would be better for them in this situation. We will continue to communicate with them throughout lockdown to ensure that there is a clear picture of the family situation and to offer appropriate support where required.

The safeguarding team will continue to work closely with the families of those children deemed vulnerable through phone calls and Zoom/Teams meetings. Staff will also continue to work closely with social care, referring any concerns on where necessary and taking advice regarding safeguarding issues. Any EHA/EHPs will continue remotely where possible.

All children with an EHCP are entitled to a place in school should a lockdown situation occur. Parents will decide whether they feel they can effectively meet the child's needs at home. Communication with health and support teams will continue.

For any vulnerable children and those with EHCP who do not attend school, weekly welfare calls will take place and a member of the safeguarding/SEN team will ensure that the child is spoken to. If a family cannot be contacted, a home visit will take place. The school safeguarding teams will have remote weekly meetings to discuss any cases and identify key actions going forward to support our children and families. All correspondence will be logged on CPOMs.

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?

In the first day or two of a pupil isolating at home they will have immediate access to the English and Maths core learning activities via Class Dojo. Access to remote learning may be affected by the time at which the school is informed of the isolation and staff availability to upload learning. The flipcharts/powerpoints/learning links will be shared with the parents support parents in delivery and facilitation. By day three full access to all curriculum learning will be available via Class Dojo.