



Providing Remote Education Policy

January 2021

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.

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?

Class teachers at Trimley St Martin will upload lesson overviews, links and resources onto Seesaw class and family pages and for Reception onto Tapestry. Individual paper resource packs will be available on a rolling programme from each individual class and will be linked to the overview of teaching.

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.

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:

It is recommended children in:

Key stage 1 should complete 3 hours a day

Key stage 2 should complete 4 hours a day

We expect children in Reception to complete as much as they can. We understand that the provision of Reception learning is primarily through play and child initiated activity. In line with the EYFS Framework (2020- Trimley St Martin is working with the Early Adaptor framework) "Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

Accessing remote education

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

Teachers will post work onto the class/family Seesaw pages and for Reception onto Tapestry. Resources and teaching videos to support learning will be posted directly on Seesaw pages and Tapestry for access by children and parents/carers.

Work is normally submitted for feedback via the child's seesaw login and Tapestry.

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:

The class teacher is available to support with online access at home.

If further printed materials are needed this can be arranged for collection.

The school has a small collection of laptops/tablets that can be loaned to those who may not have digital access at home. The school will identify those in need and make arrangements for either collection from school or delivery to home. If you have not been contacted by the school for this offer and are in need of a device, please contact the office.

How will my child be taught remotely?

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

Seesaw/Tapestry; commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.

Printed paper packs produced by teachers (e.g. workbooks, worksheets)

Website/Apps: Edshed (Spelling Shed & Maths Shed) and Reading Planet for Key Stage 1.

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?

Our high expectations of and for our students continue during periods of online remote learning; We would ask for your support in establishing a routine around the normal school day.

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

Children's/parents/carers contact with the school is logged into Seesaw/Tapestry. Class teachers will explore engagement and progress; Where there are concerns or further support is required beyond feedback from the class teacher, Mrs Ross and Mrs Lawrence (pastoral care team) will work with the family.

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:

Activities and quizzes

Written and verbally recorded feedback- individually/group/whole class

Key assessment pieces, students will receive written/digital teacher feedback and will be asked to respond to that feedback too.

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:

Students with an EHCP will have their risk assessment updated and actions will be taken from this; this could include the school providing speech & language packs, specialised learning, support from agencies such as occupational therapy. For other students with particular needs, their teacher/support member of staff will develop and agree the personalised approach and will deliver remote education and personalised 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 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?

Remote learning via Seesaw/Tapestry covering the curriculum for the duration of self-isolation.