

Remote education provision at St John's Upper Holloway: 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?

The class teacher will prepare tasks for children to complete at home and these will be posted on Seesaw by 9am of the first full day of remote learning. If there is sufficient time before a class is sent home, the teacher will provide some paper based tasks and guidance for parents.

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?

As far as possible, we will set tasks that reflect the school's curriculum maps and medium term plans. However, we recognise that parents may have limited time to support their child with learning at home and so some tasks may be simplified or shorter than those that would be set in class.

All work is set via Seesaw and each child has a log-on to access their own learning. Each Monday, a timetable for the week is provided to set out what tasks should be completed throughout the week. Reading, writing, phonics/spellings and maths are set every day. Other subjects including science, RE, humanities and PSHE are set weekly. There are also suggested tasks to support children's physical health and wellbeing as we recognise how important this can be when children are not with their peers 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:

Primary school-aged pupils	We expect children to spend approximately 4 hours on their learning each day, including time spent reading. However, we recognise that for our younger children or those pupils with additional needs, the time spent on direct learning may be less than this. Tasks such as class zoom sessions or online assemblies are in addition to this learning time but are an important part of children's wider curriculum.
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Accessing remote education

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

All tasks including the weekly timetable are posted on Seesaw. The timetable also explains where other online resources are to be used, including Purple Mash (reading comprehension) and White Rose (maths).

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:

- Inviting parents to request the loan of an ipad or chromebook if they have limited or no access to devices at home (parents are required to sign a loan form agreeing to pay for loss or damage to any device)
- Providing data sticks that offer additional free mobile data
- The school are currently waiting on further guidance from the DfE and LA on how parents can request free internet access via approved providers
- Parents who still struggle to access the online learning can request paper copies of tasks set by speaking with the class teacher or school office
- Teaching staff currently collect children's written work in their learning journals weekly or fortnightly from their homes and return it the following week. Younger children also have their reading books changed weekly.

How will my child be taught remotely?

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

Seesaw is used to share the weekly timetable and individual tasks. Teachers provide clear written instructions as well as verbal and video recordings to help explain and model the tasks clearly. The tasks set cover reading, phonics/spelling, writing, maths, RE, science, humanities, Spanish (KS2), art, computing and SMILE (wellbeing)

Recorded lessons from White Rose to support maths

Recorded lessons from Oak Academy to support other subjects including science and humanities

Some tasks set on Seesaw require the children to record their learning in their journals. These are collected in weekly or fortnightly by the teacher for marking.

Use of e-books including those from Islington Library service

Use of Purple Mash to provide reading comprehension practice

Some children are heard reading by their class teacher or teaching assistant each week (via the phone)

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 expect parents to provide as much time and support to their children as is possible given their work commitments and number of siblings at home. Although children learn best in the morning and early afternoon, we recognise that for some families, learning may take place in the evening if this is when parents are available.

We do expect parents to support their child with some learning every day, even if this is limited to the core subjects of reading, writing and maths. If other subjects are not covered during the week, we would encourage parents to use the weekends to cover some missed learning although recognise the importance of having time to relax too.

If parents are struggling to cover all the learning with their child, we recommend they message their teacher via Seesaw or email to see which tasks are more of a priority.

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

All work submitted via Seesaw is reviewed daily. Tasks which are written in exercise books are collected in weekly or fortnightly in order that teachers can gauge how well pupils are engaging with their learning.

If a teacher has a concern about a pupil not engaging with their learning, they will phone and/or text the parents to discuss what the barriers are and how they can be resolved.

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:

- Tasks submitted on Seesaw will have a teacher response which may be a written comment or acknowledgement or a verbal recording. For longer tasks, the teacher may mark the work in line with our marking policy ie green highlighter for success and orange highlighter where some improvement is needed.
- Written work submitted in a child's exercise book will be marked as above. Books are normally collected in from home at the end of a week and a second exercise book dropped off for the following week's tasks.

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:

Pupils with an EHCP will have work provided by their class teacher or 1:1 teaching assistant.

All children will have work set at a level appropriate to their needs.

If your child has sessions with the dyslexia tutor, these will be done remotely.

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?

Teachers will use the resources provided by the local authority, which can be found on the **Islington CS portal**

<https://www.islingtoncs.org/node/16484>

This provides 2 weeks of English, maths, foundation and enrichment activities. Where possible, parents should access this directly from the site. Where parents are unable to do this, a member of staff should print out the worksheets which should be delivered to the child's home.

If a child is required to self isolate on further occasions, they cannot repeat these tasks. Instead, they should access the daily lessons on **Oak National Academy**.

<https://www.thenational.academy/>

This should be accessed via Chrome as Internet explorer fails to play the videos. Lessons are set for each year group on a weekly basis covering English, maths and foundation subjects with a suggestion as to what should be covered each day.

Teachers will need to clarify how pupils and parents can access this resource and speak with the head or deputy if the family doesn't have access to a computer or internet.

In addition, parents should be encouraged to read with their children every day and write in their reading record book. Children may also carry out research work linked to their topic and a half termly topic homework challenge should clarify what this is on the class webpage.