



Stramongate School

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 in circumstances when in-person attendance is either not possible or contrary to government guidance. This might include:

- occasions when school leaders decide that it is not possible for their setting to open safely, or that opening would contradict guidance from local or central government;
- occasions when individual pupils, for a limited duration, are unable to physically attend their school but are able to continue learning, e.g. pupils with an infectious illness.

For details of what to expect where individual pupils are self-isolating, please see the final section of this document.

Reference throughout has been made to the [DfE: Providing remote education - guidance for schools](#).

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?

Children will be contacted using parent/carers Parent Mail email system or Tapestry and Class Do-Jo APPS for those classes using these. This will detail the learning for the children.

Children of classes that may be not at school because of Industrial Action will have no formal learning set. As an alternative they should:

- 1) Read their school reading book
- 2) Read and share a book from home
- 3) Carry out spelling and any other homework.
- 4) Use other school based 'logons' such as Times Table Rockstars, Mathletics etc.

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 may need to make some adaptations in some subjects and as always we will try our best to deliver as full a curriculum as we can.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We will consider providing remote education equivalent in length to the core teaching pupils would receive in school and including recorded or live direct teaching time, as well as time for pupils to complete tasks and assignments independently:

Key Stage 1	3 hours a day on average across the cohort for Key Stage 1, with less for younger children in Reception.
Key Stage 2	4 hours a day

Accessing remote education

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

- Oak National Academy Materials
- BBC websites
- Purple Mash
- Times Table Rockstars
- Mathletics
- Zoom lessons

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 will provide printed copies of worksheets which will be available from tables placed outside the front entrance door of school for collection.
- These can be returned at the end of the week for the teacher.
- We will endeavour to provide laptop/tablets dependent on demand and on assessing whether internet connections are available in the home.

How will my child be taught remotely?

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

- Some examples of our remote teaching approaches:
- Some live teaching (online lessons) using Zoom.
 - recorded teaching from Stramongate staff or via Oak National Academy lessons.
 - printed paper packs produced by teachers (e.g. workbooks, worksheets)
 - textbooks and reading books pupils have at home

- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences. This includes BBC website, Purple Mash, Times Table Rockstars, Mathletics and other web-based applications.
- long-term project work and/or internet research activities although we aim not to rely on this internet data heavy method.

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?

Ideally parents and carers will help provide a best place for children to sit comfortably at a chair/table/desk and learn in a room with few distractions. Older children will initially need support to get them started on the tasks and help plan out the children's "school day" with appropriate fresh air breaks and snacks/ water. Our older children should be encouraged to follow this new routine whilst also share when the routine / environment could be improved.

The younger the child is, the more support they would ideally have to access the learning. This includes 1:1 reading where parent and child work together to help with reading and phonic practise. As always please communicate with your child's class teacher for further advice.

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

Teachers will check engagement levels twice a week during any period of extended remote education. A review will be undertaken of learning the day following periods one/two day closures.

Where engagement with learning is a concern please communicate with your child's class teacher for further advice and it may be possible for the class teacher to speak on the phone / computer to the child to reassure and seek out reasons for lack of engagement.

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:

- Class teachers, in conjunction with advice from our SENCO/Inclusion Manager, Mrs Alston will offer support as needed to ensure children who have additional needs are catered for.