

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?

During the first day or two of pupils being sent home, parents and carers can expect their children to receive work to complete in a range of subjects, including core subjects, such as literacy and mathematics, with further foundation subjects, or topic-based learning, as appropriate. This work will typically be a recap of topics that have already been covered in school, whilst teachers prepare for full remote 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 wherever possible and appropriate, with teachers working from the same long-term and medium-term plans as they would normally. Specialist teachings staff will also produce content for teaching their own subject areas, such as cookery.

However, where it is not possible to effectively teach aspects of the curriculum remotely, such as where materials or resources will not be available in homes, or where a high degree of collaboration with peers is necessary, teachers will need to make some adaptations in some subjects. This may include changing the order in which some topics are taught.

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 be flexible, to best meet the needs of our children, with teachers taking into account the support that children will require to engage in remote learning, and the associated demands that this will place on their parents and carers.

Teachers will provide an ambitious curriculum for their classes, in line with school policy and overseen by their Head of Department and Head of School. This offering will take into account the abilities and needs of pupils, and feedback from parents. The amount of time taken to complete the work provided, therefore, will largely be dictated by the child's ability to engage with work independently, rather than simply their chronological age.

Accessing remote education

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

We use ClassDojo as the platform for children and parents to access the remote learning offer. Content is linked to in the following ways:

- **Live lessons, class catch-ups and 1:1 sessions, including therapies** – a link will be provided on the class wall, or via direct message, for a Microsoft Teams meeting. It is preferable to download the app, so that all features are available, such as viewing multiple screens. You do **not** need to sign up for an MS Teams account.
- **Pre-recorded videos** – videos produced to support learning will either be uploaded directly to ClassDojo, or for larger videos a link will be posted to the relevant video on the school's YouTube account.
- **Activities** – activities will be provided through ClassDojo, either on the class wall, or directly to a child's portfolio.

Pupils also have access to online platforms to support reading (Reading Eggs) and maths (Mathletics). Please contact your child's teacher via ClassDojo if you are

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 lend available devices, as provided by the DfE to pupils, prioritizing those that have no access to appropriate devices, followed by those whose access is intermittent. Parents and carers can request devices by completing our survey, as indicated in ongoing communications as and when any devices are available. Alternatively, please contact admin@stlukes.herts.sch.uk to make a request.
- We will request additional mobile data, and lend devices that enable an internet connection (for example, 4G routers), where parents have indicated a need through our surveys, or where teachers have identified difficulties with access. and where parents or carers can find more information. Alternatively, please contact admin@stlukes.herts.sch.uk to make a request.
- Paper-based work may be provided where difficulties with technology remain, where such work is required to best meet children's needs, or where parents and carers exhibit a preference. This will either be posted out to families, or delivered by hand if appropriate. Where this is the case, work will continue to follow the normal school curriculum as closely as possible.

How will my child be taught remotely?

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

- Live teaching (online lessons, social sessions, 1:1 sessions)
- Recorded teaching (e.g. video/audio recordings made by teachers, or high-quality recordings produced externally, such as Oak National Academy lessons)
- Activities to support learning, either provided online or through printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Reading books pupils have at home
- Textbooks and commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences (used predominantly by Upper School pupils following exam programmes)

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?

- Pupils are expected to engage with the curriculum to the fullest extent possible, considering their needs and how much support it is realistically possible for parents and carers to provide.
- Should it not be possible for a child to access the full curriculum offering available, due to difficulties with engagement in learning, or other pressures on parents and carers time, they should prioritize the core subjects, specifically literacy and mathematics.
- Parents and carers are expected to assist their children to access the learning platforms, helping to organise their time and supporting with activities where needed.
- Where alternative methods of delivery, such as paper-based activities, will support parents and carers to engage with learning activities, parents and carers should discuss this with class teachers, who will work collaboratively with parents to identify solutions.

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

- Pupils' engagement with remote education is monitored through their attendance in live sessions, as well as through the completed work that they submit.
- Teachers will contact parents and carers where engagement is a concern, in order to discuss how this can be improved and what support can be provided, whilst being mindful of the challenges and pressures that they may be experiencing. Contact will be either through ClassDojo, or by telephone call.

How will you assess my child's work and progress?

Our approach to feeding back on pupil work is as follows:

- Feedback is typically provided to individuals about a piece of work, either through written comments in the child's portfolio, or during 1:1 catch-ups.
- On some occasions, whole-class feedback or quizzes marked automatically through digital platforms will also be used.
- Pupils will get feedback on their work as soon as possible, when it is most relevant. Usually this will be within 48 hours of submission, but at times of additional pressures, such as extreme staff shortages, this may take longer.

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 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?

Should a child need to self-isolate, but the majority of their peer group remains in school, it will not be possible to deliver remote education in exactly the same ways as outlined above. Pupils will continue to be provided with relevant work in the core subject areas, which follows the same curriculum and reflects the work that their peers are completing at school. In some cases, it may be possible for pupils to access some live teaching, or pre-recorded videos, but this will be dependent on the resources available. Teachers will continue to monitor engagement, and relevant feedback will be provided in written format through ClassDojo, in a timely manner.