



# Stainton C of E Primary 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.

(These circumstances are taken directly from the Government Guidance [DfE: Providing remote education - guidance for schools](#) and reference has been made to this guidance throughout this document)

| <b>Approved by<sup>1</sup></b>           |                |
|--|----------------|
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| <b>Position:</b>                         | Headteacher    |
| <b>Signed:</b>                           |                |
| <b>Date:</b>                             | 10.01.24       |
| <b>Proposed review date<sup>2</sup>:</b> | January 2026   |

## 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 asked to complete any outstanding homework.
- Continue to read their school reading book and log it into their reading record/homeschool diary.
- Children will be asked to practise on Reading Eggs for 20 minutes a day. (Login details are in book bags/reading records)
- Children will be asked to practise on Times Table Rockstars/Numbots for 20 minutes a day. (Login details are in book bags/reading records)
- Children will be asked to access age appropriate BBC Bitesize lessons: [Primary resources, homework help and online games - BBC Bitesize](#)
- Children will be asked to access age appropriate Oak Academy lessons: [Oak National Academy Online Classroom \(thenational.academy\)](#)

### *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, it may be necessary to make **some adaptations** in some subjects. For example, in Science where an investigation is planned or in Design and Technology or Art where the children would be continuing project work.

Children will be able to access learning materials that mirror the learning that will be taking place in class:

Daily reading independently or to an adult at home.

- Daily Timetables will be set via Google classrooms (Google classroom information can be obtained from our school website or the school office) This will include English and Maths activities.
- A variety of online resources will be made available including: BBC Bitesize, Purple Mash assignments, Charanga lessons, Oak Academy
- Access to our Power Maths units of work linked to classroom learning.
- Some varieties may be linked to Topic, Science and RE, where although the same objectives will try to be taught, the content may differ to classroom learning.
- In some year groups children may also be given a 'Wellbeing Wednesday' challenge.

## 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.

- Dependent upon the context of the remote learning, it may impact the types of teaching.
- If the whole school is on lockdown, then there may be more opportunities for either recorded teaching or live direct teaching.
- In the case of individual children being unable to attend school, then the provision will be primarily through the use of pre-set assignments with some opportunities for Google Meets (see separate documentation related to Google Meets)

|                  |  |
|------------------|--|
| EYFS/Key Stage 1 | 3 hours a day* on average across the cohort for Key Stage 1, with less for Nursery and Reception children. |
| Key Stage 2      | 4 hours a day*   |

\*This is to be used as a guidance for parents/carers. We are aware that children complete work at different pace/level.

Example timetables:

Below are examples of timetables that might be used to provide an overview of weekly work set remotely.

EYFS:

|                  | AM                           |                       | PM                             |                               |
|------------------|------------------------------|-----------------------|--------------------------------|-------------------------------|
| <b>Monday</b>    | Maths Linked to Numberblocks | Literacy:             | Phonics                        | Topic                         |
| <b>Tuesday</b>   | Maths                        | Literacy              | Phonics                        | Topic                         |
| <b>Wednesday</b> |                              |                       | Well Being Wednesday Challenge |                               |
| <b>Thursday</b>  | Maths                        | Literacy: Handwriting | Phonics                        | Topic                         |
| <b>Friday</b>    | Maths                        | Literacy: Big Writing | Phonics                        | Fun-Filled Friday Activity/PE |

KS1:

|           | AM                                       |                 | PM   |                |
|-----------|--|-----------------|--|----------------|
| Monday    | <b>Maths</b>                             | <b>Literacy</b> | <b>SPAG:</b> Reading and Writing our Year 2 Common Exception Words | <b>Topic</b>   |
| Tuesday   | <b>Maths</b>                             | <b>Literacy</b> | <b>SPAG:</b> Reading and Writing our Year 2 Common Exception Words | <b>Science</b> |
| Wednesday | Well-being Wednesday<br>PSHE/Jigsaw Link |                 |  |                |
| Thursday  | <b>Maths</b>                             | <b>Literacy</b> | <b>SPAG:</b> Reading and Writing our Year 2 Common Exception Words | <b>RE</b>      |

Based on DfE Template Jan 2021 (Updated by KAHSC Oct 2022)

|        |  |
|--------|--|
| Friday | <b>Fun-filled Friday</b><br><br>Consolidation of week's learning linked to practical tasks such as cooking, learning walk, art/craft |
|--------|--|

KS2

| DAY              | AM                    |                                    |      | PM   |
|------------------|-----------------------|------------------------------------|------|--|
| <b>Monday</b>    | Maths                 | English                            | SPAG | P.E.   |
| <b>Tuesday</b>   | Maths                 | English                            | SPAG | R.E.   |
| <b>Wednesday</b> |                       |                                    |      | Teacher sets a challenge on Wellbeing day/ Jigsaw/Family challenge.<br><br>No need to hand in. Just enjoy. |
| <b>Thursday</b>  | Maths                 | English                            | SPAG | Science  |
| <b>Friday</b>    | Maths TT<br>Rockstars | English - Reading<br>comprehension | SPAG | Topic project  |

## Accessing remote education

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

- At Stainton C of E School, we use Google Classrooms to share weekly and daily timetables. Google slides are used to provide information for the lesson delivery.
- Staff will also remind children via google classroom of other apps that they can access such as Reading eggs, Twinkl Rhino Reader App, Times Table Rock Stars, Power Maths etc.

### *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:

- If parents/carers are struggling with the availability of devices they can contact school via the school email: [admin@stainton.cumbria.sch.uk](mailto:admin@stainton.cumbria.sch.uk) to discuss need and the possibility of loaning school equipment.
- If remote education is required due to illness rather than whole school closure, then parents/carers can contact school to arrange collection of printed materials/school text books for specific subjects.
- Work can be submitted in a variety of ways including google classrooms, purple mash, photographs and emails.
- If children are accessing remote education due to being physically unable as opposed to school closure, then they contact the school to arrange collection of work and returning finished work to be marked by staff.

## ***How will my child be taught remotely?***

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

Some examples of remote teaching approaches which we will use are\*:

- Use of Power Maths login for teaching slides and examples
- Printed packs produced by teachers for children
- Long Term Project work with tasks linked to cross curricular work. (Primarily used in 'topic' work or science)
- Recorded Teaching (By school staff or linked to relevant BBC Bitesize/BBC Teach or Oak Academy)
- Google Meets to share expectations, discuss misconceptions and assist with steps to tackling work.
- Use of text books that children may have at home (e.g. Power Maths)

\* These will differ dependent upon the reason for the remote education e.g. whole school lockdown or individual need for remote learning.

## **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 pupils to try their best at all tasks set and ask if they are unsure.
- We would expect work to be completed neatly and well-presented using a sharp pencil.
- We would expect children to engage weekly with Google Meets.
- We would expect that parents support their children and the school by setting routines at home for remote learning.
- We would expect parents to support children and school by checking the daily activities and supporting children where necessary according to pupil need and understanding.
- We would expect that parents contact the school if their child is having difficulties to discuss ways in which they can be further supported.

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

- Pupil's work which is completed remotely and handed in electronically will be checked daily. There will be comments made either on the various assignments or through the Google classroom forum.
- If staff are concerned about pupil's work or engagement with work, contact will be made with the pupil. This can be through google classroom where they will be invited to a Google Meet – either 1 to 1 with teacher or as a class meet. If there is still no engagement and no reasons given then contact will be made with parents.
- If staff remain concerned then they will inform the Senior Leadership Team (SLT) and Safeguarding lead.

## ***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:

- Quizzes e.g. Kahoot are marked automatically to provide instant results.
- Well being tasks are not necessarily handed in or marked, but where they have been handed in some acknowledgement will be given.
- Marking of maths will occur, at times this will be by providing the answers for children to self-mark, and at other times the work submitted will be marked and commented upon by staff.
- English writing will be marked online and feedback given.
- SPAG will be marked or answers provided (e.g. spellings for a spelling test could be posted the next day)
- Foundation subjects will be commented upon through the Google classroom facilities.
- Predominately the work completed during any remote learning will be used for formative assessment and not summative assessment.

## **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:

- At Stainton C of E School, we differentiate work according to an individual's learning style and need.
- Tasks will be provided which link to children's specific targets identified on their EHCP. E.g. speech and language, bespoke English and Maths activities.
- Regular contacts with parents to provide them with extra support.
- Additional support is offered from school and also the Specialist Advisory Teacher from the Local Authority. E.g. Specific Google Meets with support staff.
- Specialist Advisory Teachers will support school in adapting/providing activities for pupils.

#### **Our Nursery and Reception Children:**

- Our Nursery and Reception are taught remotely using a play-based curriculum, just like they access in our Early Years/KS1 Unit.
- Learning tasks are mainly practical and guidance is given to parents on how to complete different activities in a fun and engaging way through the resources and toys that they will have at home e.g. handwriting in a tray of salt or cornflour goo, hunting for numbers around their house, making repeating patterns outside with a range of resources and retelling stories through role play.
- Nursery children only have learning activities planned for the morning, as these are their teaching hours in school.

## **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. This has been addressed throughout this document.