



Remote education provision: information for parents

Information Provided to Parents during Covid

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** 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

St George's Beneficial School have remote learning in place. Depending on the age of your child you will use a different platform for daily contact and the lessons for that day.

What should my child expect from remote education?

Below are some examples of the daily learning set out on the learning platform.



EYFS – Nursery & YR

Daily the teachers contact parents through Tapestry to set the activities for the day's learning. The tasks set include phonics and sharing a book, plus maths and topic.

Tapestry is also for parents to access their child's 'Learning Journal' online. Daily parents are asked to upload photos and comments about their child's home learning.

Reception children have an exercise book to keep a home diary (recording in words and pictures). A physical fortnightly pack of work is sent home in an envelope from the class teacher to be completed on the sheets for both Reception and Nursery children.

Good morning. Learning for today:
Education City – please review j,v,w,x on Education City: Fabulous Phonics 6.
Please use Phonics Play - Phase 2 – Flashcards: Speed Trial can be used to review all of the Phase 2 sounds that have been taught in school. If you click on start then pick individual graphemes you will be able to add all the Phase 2 sounds and j, v, w and x to recap the phonic learning. To make it more active you could join in the alphabet with this video -
https://www.youtube.com/watch?v=VFfa0b_IIRac Phonics Play – Play Pick a Picture, Phase 2. Bug Club – Please choose a book to read. Maths – Please continue to work through the more and less activity booklet. Maybe you can create your own more or less maths problems using your toys, take a photo and upload it to Tapestry? Design your own Superhero. What will their costume look like? What are their super powers? What will their Superhero name be? Up-load a picture of them on to Tapestry.



Key Stage 1 - Y1 & Y2

Seesaw is the learning platform for Y1 and Y2. This can be accessed through the internet: <https://web.seesaw.me/platforms>

Each child receives a daily message via email (before 9am) which explains their child's learning for the day. This information is repeated on Seesaw and all the resources are uploaded. The children are able to do the work on the screen and post it back to the teacher.

app.seesaw.me/#/activities/class/class.dfa7c0dc-f968-4db9-ad6

Assessment Assess... Being an Olympic A... From Good To Outs... ▶ A Pt

IT'S TUESDAY BEE HAPPY

Tuesday's Tasks
Good morning everyone,


Today's activities are as follows:

1. Feelings check in
2. Wake up, Shake up
3. Phonics
4. Reading - Bug Club
5. Maths
6. English
7. Common Exception Words
8. Topic - Friendship
9. Music

Enjoy your day.

[▶ Play Instructions \(0:28\)](#)

1 Response, 0 Waiting for Approval, 0 Drafts, 19 Not Responded



Maths - Division by Sharing (Tuesday)
Maths - Division by Sharing

Today you will continue to learn about division by sharing.

Watch the video. Pause it when it says to and have a go at the problem. Write your workings out on the worksheet attached. To do this:

1. Tap the **+** Add response button
2. Click the **△** button
3. Use the **T** button to write your answers

When you are ready, restart the video and see if you got the right answer. If you didn't, ask yourself why? Then continue with the video.

When you have finished the worksheet tap the **✓** button. Be careful: the worksheet has 2 pages. Make sure that you have a go at all the problems.

Have fun.

[▶ Play Instructions \(0:44\)](#)

The instructions are read to the children by their teachers. Also videos are uploaded with the teachers reading stories to their pupils. Each child has an exercise book to record home learning.



Google Classroom

Key Stage 2 – Y3, Y4, Y5 & Y6

Children access work via Google Classroom. Children have been shown how to access this and a user guide is available on the school website. Resources are posted in the Lockdown Classrooms for each year group and the children carry out written work in a red book which has been sent home with them. Some work can be submitted from Google Classroom. This includes quizzes and text document which have been formatted as Google docs.

Class teachers are online from 9-10am and 1-2pm Monday – Friday to communicate with the children as to which resources to use and what to do. The children are expected to log in twice a day as a form of registration and so their teacher can communicate with them about work.

Example - Y3 daily timetable and screen shot of the video and English task being explained

- Tuesday 19th January
- Morning Tasks: 9:00 – 9:10 Check in on Google Classroom
- 9:10 - 9:30 Bug Club.
 - 10:00 - 10:15 Spellings
 - 10:15 - 11:00 English task
 - 11:00 - 11:20 Break
 - 11:20 - 12:00 Maths
 - 12:00 - 1:00 Lunch
 - 1:00 - 1:10 Check in on Google Classroom
 - 1:10 - 1:30 Bug Club
 - 1:30 - 2:00 Art
 - 2:00 - 2:15 Break
 - 2:15 - 2:45 Art
 - 2:45 - 3:00 My Friend Walter

loom.com/share/c960e2695c64468adb75a38aecdb797

Assessment Assess... Being an Olympic A... From Good To Outs... ▶ A Pp Talk from... Imported from IE

loom

Sign In Share [Get Loom for Free](#)

Draw this table in your book and come up with some ideas for Setting, Magical Object, Where they meet, What do they meet? and what they present.

Setting	Magical Object
<ul style="list-style-type: none"> Bank School Shop Shop 	<ul style="list-style-type: none"> Shoe Cap Green Yoyo

New Setting/When do they meet?

- Market place/Mayor
- Go to King or Queen
- Friend school/Best friend
- Mary Queen/My Henry VIII

Gift for the character:

- Bag of sweets
- Chocolate cone
- Pencil
- Handy pencil

Word - The portrait innovated. lesson 2 - Word

Tuesday 19th.docx Providing_remote...oat EYFS Remote Le...docx Screenshot_20210...jpg Screenshot_20210...jpg Show all X

Type here to search

13:09 19/01/2021

Will my child be taught broadly the same curriculum as they would if they were in school?

The teachers are following the topics for the current term. This includes the English and maths which would have been taught in school. So for example spring term Y4 carry out work on shapes so power-points have been uploaded supporting the children and guided them through their work.

In some cases the remote learning has been adapted and further resources given to support for independent learning. For example there are links to BBC Bitesize and other educational websites.

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:

Reception	2 hours per day
Key Stage 1	3 hours per day
Key Stage 2	4 hours per day

Accessing remote education

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

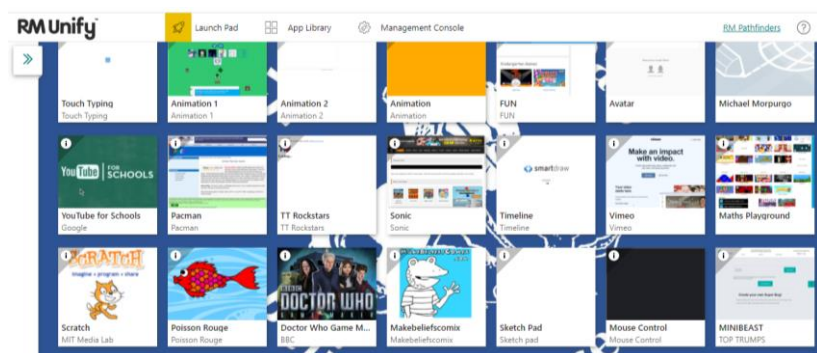
Tapestry / Seesaw / Google Classroom

Education City / Bug Club

Timetables Rock Star /Phonics Play

RMUnify gives St George's pupils access to a wide variety of school software. This is opened through '**Links**' on our website or directly on the school Chrome Books.

www.stgbs.co.uk



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:

St George's Beneficial CE Primary School have a loan scheme for those who require digital devices.

In September a survey of KS2 was carried out whereby parents were asked what access their child had in their home environment to the internet and to a digital device. This information was used to allocate our school allocation of Chrome Books. Our school is also able to offer limited Vodaphone packages.

Following this initial allocation teachers have advised of priority users for our remaining Chrome Books. If a parent explains it is the device which is preventing the child from daily work they are added to the allocation list, if appropriate, for the next wave of distribution.

Priority allocation is for those without devices in KS2, those sharing devices with siblings in KS2, those sharing with younger siblings and those in KS1 or EYFS without devices.

All our pupils have a book(s) at home in which to record their work. Some work is submitted directly to the learning platforms. However, previously our parents had informed us that submitting the work had been an issue.

The book will be handed into school at the end of the half term. A new book will be issued. For those who complete the book during the half term the parents can collect another from the school office.

Our youngest children in EYFS have access to paper packs produced fortnightly, as well as tasks set on Tapestry.

How will my child be taught remotely?

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

- recorded teaching (e.g. video/audio recordings made by St George's teachers)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences including White Rose Maths, Bitesize, Education City
- Bug Club is a reading package used across the school. The children are allocated books by their teacher. The children have to answer the comprehension questions before they can move on.
- Online research activities linked to topics
- EYFS printed paper packs produced by teachers (e.g. activity sheets)

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?

All pupils are expected to carry out daily school work, Monday – Friday. The work in school mirrors the remote work. This means the class will be moving forward together with the work and support.

As such there is an expectation on the parents to take an interest in their child's education, promote the home learning and thus support the school. Parents will need to set up routines, as though their child is in school. The daily timetable is posted for both parents and children to follow. We understand some parents find this difficult, and some are working from home too, but by encouraging your child to follow the timetable, and where possible work alongside your child, success will come more easily.

Teachers will comment on the online chat, give guidance and motivate your child to learn. Also in the fortnightly calls parents can raise any issues they may be experiencing with remote learning. One quick win we have found is for parents to break up the learning with some rewards, such as time outside or doing some other fun activity which the child has chosen.

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

St George's are expecting children to go online daily. In KS2 there are two registrations whereby children say hello to their teacher and their attendance is recorded on a register. Through the chat system the teacher can feedback to the child and give support. The quizzes give instant results to both teacher and child. Work can be submitted through google docs or a photo of a piece of work. The teacher can give audio feedback on a photo/picture or email or report back to parents in the fortnightly phone message. Majority of the work is recorded in the red book. This will be handed in to the teacher on the last day of a half term.

In KS1 the teacher is notified when a child carries out activities on Seesaw. The teacher also give comments back on how well the child has done. As above, KS1 will also hand in their red books at the end of a half term. The parents of EYFS child add photos and comments to the learning journal which are responded to by their teachers. The packs will also be brought back to school when the next pack is distributed.

Across the school, texts and phone calls to parents are also used as another form of communication. This includes feedback, when concerns are raised or there is lack of engagement by a pupil and also for safeguarding children.

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. Children in KS2 are also given the answers or criteria for a piece of work and they self mark against this.

Specific pieces of work are set as assessment pieces. These are submitted and marked by the teacher.

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.

We have made classrooms for our learning support children and post different activities to the main stream classes. There are audio instructions for the activities in the LSU classrooms, plus videos with lots of explanations. There is also a 'Racing to English' classroom for our children with English as an additional language.

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?

Prior to 6th January 2021, children who were isolating were directed to our commercial software such as Education City, Bug Club, Phonics Play or Times Tables Rock Star. They were also given packs of work which followed the tasks in school. There was a piece of homework posted on Google Classroom weekly for KS2 as well. However, now if a child has a school place but is required to self isolate they switch to the remote learning package as with the rest of their class.