

Mission Statement

Believe-Achieve-Belong

Together with Christ

In the light of St Michael the Archangel, we strive to be champions of all Christians and to the Church itself.

Christ Centred Aim- Believe

Teaching and Learning Aim- Achieve

Community Aim -Belong

to be messengers of Christ opening a door to the Church for the community

Remote Education Provision:

This document provides guidance to the school community on maintaining our capability to deliver high quality remote education in cases where it is not possible or contrary to government guidance for some or all pupils to attend face-to-face education.

The priority should always be for St Michael and All Angels school to deliver high-quality face-to-face education to all pupils. Remote education should only ever be considered as a short-term measure and as a last resort where in person attendance is not possible.

Attendance is mandatory for all pupils of compulsory school age. St Michael and All Angels School would consider providing remote education to pupils 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, for example pupils with an infectious illness

In these circumstances pupils should have access to remote education as soon as reasonably practicable, though in proportion to the length of absence and disruption to their learning.

Our school will provide 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.

First few days of remote education

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.

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, in Science, PE, Art, Computing where families may not have the equipment required to fulfill the lesson requirements.

Access to Remote Learning Opportunities:

When in-person attendance is either not possible or contrary to government guidance the pastoral and Admin team will work closely with class teachers to ensure that any pupil(s) who are unable to attend school, have immediate access to remote learning activities. To ensure continuity, alignment to in-school learning and instant access to a high quality and ambitious curriculum, lesson materials will be shared via year group pages (link below) or via Google Classroom.

Families will also be advised and reassured regarding support, pupil feedback and class teacher/year group contact details (also found on year class pages).

<https://smaaapprimary.co.uk>

Year group pages also feature online safety messages and reminders about what to do should children encounter something upsetting online. We will also be including any planned RSE/PSHE or online safety lessons in remote learning activities. With children spending an increasing amount of time online, these messages are vital as is pupil wellbeing. SMAAA Primary School also has its own secure Google Classroom domain, and each child has his/her own login. The younger members of our school community (in EYFS or KS1) may also use Twitter and Seesaw as a platform for home-school engagement and the sharing of their work. To maximise teacher-pupil interaction, assessment and feedback, the use of one of our remote platforms is strongly encouraged.

Remote learning & study time:

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:

EYFS	4 hours per day
Key Stage 1	5 hours per day
Key Stage 2	6 hours per day

At SMAAA Primary school we completely understand the challenges some families may be facing having to remotely educate their child/children at home - juggling their own work commitments and often looking after younger children. It can feel like an impossible challenge at times. Please be assured that underpinning this policy is a commitment that we will do our very best to support and engage our families and remote learners in any way we can. We actively encourage our families to find a routine and timetable that works for them and their unique circumstances.

If my child does not have digital or online access at home, how will you support them to access remote education?

At SMAAA Primary School we are committed to ensuring equal opportunities and online access for all pupils. We contact families working remotely and urge them to get in touch if they need any digital support.

Pupils in SMAAA Primary School can complete a loan agreement to borrow from our bank of Google Chromebooks. We will also support families with mobile data and access to 4G wifi routers/dongals.

How will my child be taught remotely?

As best as is physically possible, the activities we will provide through our remote learning platform will mirror what is being taught in school. At SMAAA Primary School we use a combination of the following approaches to deliver remote learning opportunities for all curriculum areas/subjects

- a home learning timetables

<https://www.smaaprimary.co.uk>

- Google Classroom - interactive learning platform;
- Oxford Owl Reading resources -pupil access via logins;
- RWInc online resources;
- Recorded lessons (eg BBC bitesize, Oak Academy)
- Video/teacher audio clips (Oaks Academy) to demonstrate key teaching points or new learning (eg a new concept in maths)
- Other websites that support the high- quality delivery of specific core and foundation subject areas
 - Project work and/or internet research activities.
- Printed paper packs (worksheets etc - these are available outside the school office at the front of school)

Combinations may vary, depending on the age of the children and are available to all children, including those who may just be self-isolating for a short period of time. To lessen the adaptations needed between learning in school and remote learning, we also have several website subscriptions that can be easily accessed at home.

Online safety is a key feature on year group pages.

<https://www.gov.uk/guidance/safeguarding-and-remote-education>

[https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/Resources for schools/7 Top Tips to Support Reading at Home.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19%20Resources/Resources%20for%20schools/7%20Top%20Tips%20to%20Support%20Reading%20at%20Home.pdf)

Handwriting

Alongside caring a great deal about pupils being able to access technology right now, we also do not assume that technology alone guarantees effective learning. We are keen to strike a balance and ensure that some key skills do not slip through the net. Handwriting is one such skill and one that is a crucial foundation for writing success. Developing fluent and legible handwriting is not just about presentation - it has an impact upon creativity and effectiveness too. Putting pen or pencil to paper also allows for important breaks from screen time too.

Department for Education expectations for remote learning:

Schools are expected to:

- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally

- have a good level of clarity about what is intended to be taught and practised in each subject so that pupils can progress through the school's curriculum
- select a digital platform for remote education provision that will be used consistently across the school in order to allow interaction, assessment and feedback and make sure staff are trained and confident in its use.

At SMAAA, we use Google Classroom.

- overcome barriers to digital access for pupils by, for example:
 - distributing school-owned laptops accompanied by a user agreement or contract
 - securing appropriate internet connectivity solutions
 - providing printed resources, such as textbooks and workbooks, to structure learning, supplemented with other forms of communication to keep pupils on track or answer questions about work
- have systems for checking, daily, whether pupils are engaging with their work, and work with families to rapidly identify effective solutions where engagement is a concern
- identify a named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education.

At SMAAA the named senior leader is the Deputy Headteacher Ms Trayer and in Early Years please contact Miss Taylor the EYFS Manager.

When teaching pupils remotely we expect schools to:

- set meaningful and ambitious work each day in an appropriate range of subjects
- consider how to transfer into remote education what we already know about effective teaching in the live classroom by, for example:
 - providing frequent, clear explanations of new content, delivered by a teacher or through high-quality curriculum resources
 - providing opportunities for interactivity, including questioning, eliciting and reflective discussion
 - providing scaffolded practice and opportunities to apply new knowledge
 - enabling pupils to receive timely and frequent feedback on how to progress, using digitally facilitated or whole-class feedback where appropriate
 - using assessment to ensure teaching is responsive to pupils' needs and addresses any critical gaps in pupils' knowledge
 - avoiding an over-reliance on long-term projects or internet research activities.

Feedback and Engagement

At SMAAA Primary School we want every child to have the best possible chance to reach their true and full potential, so it is vitally important that all families work closely with us to allow their child/children to engage with home/remote learning. In line with the government DFE guidelines shown above, we have a duty to closely monitor the uptake and levels of participation and contact families who are not engaging.

- We ask that all families establish their own remote learning timetable, one that suits their unique home circumstances.
- Sticking to a routine that works is a vital element of successful remote learning. We are happy to support and advise if needed.
- Provide a quiet place to work
- When physically well and therefore able to do so, we expect all children working remotely (online or with a printed pack) to engage with home learning opportunities daily.
- Non-engagement is closely monitored by class teachers and followed up via telephone, our school messaging system, email or a home visit where necessary. At SMAAA, we very much see this as a supportive process to work closely with our families to identify and overcome any barriers, for example limited digital/wifi access or password issues. We aim to keep channels of communication strong and pride ourselves on our knowledge of and relationships with our SMAAA community. Knowing our families well allows us to provide a bespoke response and the right support.
- Parental questionnaires will also be used to gather valuable information and improve our remote offer.
- We also seize the opportunity to celebrate successful engagement with remote learning. We do this in several ways including telephone calls, a text message, Google Classroom messages or postcards. We recognise the importance of remote learning opportunities being built upon prior learning and tailored to meet the needs of all pupils. To move learning forward it is important that pupils receive feedback on their learning - only then are they clear on the next steps that they need to take.

Teaching staff provide feedback in a number of ways:

- Via learning platforms that allow an interaction of pupil/teacher comments such as Google Classroom, Oxford Owl, RWInc and BBC Bitesize
- Year group Twitter feeds
- Year group email accounts
- Telephone calls with families
- School Spider Mobile App
- Return/check systems are in place for pupils using printed paper packs.

The approaches used may vary depending on the age of pupils and are available to all isolating children.

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

Channels of feedback also allow teaching staff to interact with pupils and their families to assess progress. Where age appropriate, interaction via digital learning platforms is encouraged and highly recommended so that teaching staff have instant access and the opportunity to respond to the work (for all subjects) submitted by pupils. Alongside longer tasks, online platforms also allow for the setting and automatic marking of read and respond/rapid recall/quick quiz style tasks. The families of younger children can also upload photographs and notes that can be added to their developmental profiles

Additional support for pupils with needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

At SMAAA, we recognise that some pupils, for example pupils with special educational needs and disabilities (SEND), may not be able to access home/remote learning without support from adults at home. We acknowledge the difficulties that this may place on families and assure you that class teachers and Ms Trayer, our SENCo will maintain contact and work closely with these families to ensure that reasonable adjustments are made to ensure that tasks are matched to the needs of all pupils. Support may also include signposting to families to specialist resources or key professionals/agencies. Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone contact, door-step visits. Details of this plan and any contacts must be recorded. If children are open to social care, we will report to the relevant Local Authority and maintain through the School's First Day Response Scheme. We will also inform and maintain regular contact the child's allocated social worker.

How can I give feedback on the remote learning offered to my child?

Due to the reflective nature of our practitioners, the SMAAA Primary School remote offer is continually developing and evolving. Senior leaders continue to work alongside teaching staff to tailor provision - we want it to be the best possible offer and one that meets the needs of our learning community. Our parents and carers play a vital role in the development of this offer, and we invite feedback via year group email addresses. Regardless of the length of the isolation period, remember that support is available every step of the way.

Please see the link below for a step by step guide to log into Google Classroom

<https://support.google.com/edu/classroom/answer/6072460?hl=en&co=GENIE.Platform%3DDesktop>