

## The STAR Multi Academy Trust

### Remote Education Provision – Parental Guide

#### School: Riverside School Tadcaster

This information is intended to provide clarity to pupils and parents/carers about what to expect from remote education should entire groups (or bubbles) need to self-isolate or should the whole school need to close.

#### ***Please also reference our Trust Remote Learning Policy***

*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.*

**Who is the named senior leader with overarching responsibility for the quality and delivery of remote education, including that provision meets expectations for remote education?**

Alison Woodward

Head of School

**What should my child expect from immediate remote education in the first day or two of pupils being sent home?**

- For EYFS (Nursery and Reception) we will provide support via Tapestry
- For KS1 and KS2 we will provide support via your child's class in Google Classroom

***If any parent/carer is unsure how to access their child's content, please contact us on schooloffice@rs.starmat.uk***

**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?**

- Our curriculum for remote education mirrors the planning and delivery in school. We aim to offer our broad and balanced curriculum offer, with the core and foundation subjects in place. Key priorities are indicated by class groups.

## 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:

Primary school-aged pupils	Early Years and Key Stage 1 – a minimum of 3 hours remote learning.  Ks2 pupils- a minimum of 4 hours
Secondary school-aged pupils not working towards formal qualifications this year	n/a
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## Accessing remote education

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

Tapestry for EYFS  
Google Classroom for Ks1/Ks2  
Parentmail for additional individual communications.

***If any parent/carer is unsure how to access their child's content, please contact us on schooloffice@rs.starmat.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:

- We have a loan system in place for any families who need access to devices in order to access remote learning.
- ***If you require device support, please contact the school via the email address:***  
[Schooloffice@rs.starmat.uk](mailto:Schooloffice@rs.starmat.uk)
- If you require printed materials or support with any resources, we can provide this for your family. Please contact your child's teacher via the school office to arrange this. The materials will be prepared weekly and can be collected by appointment from the school office.
- If you experience issues with accessing online platforms or have technical issues when submitting work, please let us know via the school office and we will discuss with you to arrange support.
- We will not ordinarily set work with an expectancy for printing
- We plan for some aspects of learning away from devices, including possible use of outdoor spaces where available

## How will my child be taught remotely?

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

We use the following approaches and strategies to support our remote learning:

- Pre-recorded teaching made by school staff teams. We also use Dfe recommended published materials such as Oak National Academy lessons, BBC.
- Post teaching follow up videos/ support
- Printed paper packs produced by teachers (e.g. workbooks, worksheets)
- Online reading resource – Phonics Bugs (whole school)
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- Live opportunities to meet up/check in/take part in class group activities
- Whole school pre -recorded assemblies/collaborative projects.
- Planned learning that does not rely on a device

## 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 would expect pupils to engage daily and interact with the appropriate remote learning platform for their class. Key priority learning will be indicated within each class’ content as well as “optional” and “fun” learning.
- We plan for learning that can be completed independently by the pupil, as well as some that may need parental support.
- For all live events, parents need to sign the Acceptable Use Agreement ([click here for the link](#)) and, as per the Acceptable Use Agreement, we would expect a parent/carer to be in the room supervising their child during the event.

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

In this section, please set out briefly:

- Remote learning is monitored daily by staff teams. Any pupils who are finding it difficult to engage are supported by class teachers by regular phone check ins/google meet events where appropriate and in close partnership with parents/carers. All remote learners' families are contacted with regular check ins.
- For our vulnerable children, we have a dedicated pastoral team who contact parents/carers and offer specific support and signposts to wider agencies where appropriate.

## **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:

- Feedback is provided in the following ways for our remote learners:
  - Staff teams will monitor the Google Classroom/Tapestry profiles daily.
  - Year group staff teams will mark and provide individual comments/feedback over the week for the relevant assigned tasks within your child's Google Classroom for years 1-6
  - Whole class feedback/comments
  - Quizzes/surveys/editable question assignments
  - Early Years children (Nursery and Reception) will receive individual comments/feedback via their child's Tapestry profile.
  - Planned group follow up via pre recorded post teaching support to extend/deepen learning as well as scaffolding learning for those who need additional support.

## **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:

As part of the restricted access to school, allocation of places our class bubble provision for our children with SEND who are in receipt of an EHCP ( Education, Health and Care Plan) and our vulnerable children are discussed in individual conversations between parents/carers and our Inclusion Team/class teachers.

- Our Inclusion team meets fortnightly to review and adapt provision where necessary to support our remote learning for pupils with SEND
- Planning for your child with SEND will be individually shared, based on their individual provision map/ECHP expectations and taking their individual learning needs into account.
- Our Learning Mentors will support individual families with any aspects of learning and pastoral needs.
- Class teachers will keep in regular contact to adapt/develop learning as required.

## **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?**

If your family or your child need to self-isolate, your child's class teacher will be in contact to discuss the provision and how to access this. This will broadly follow the provision outlined above and your child will have opportunities to join the class remotely for any live events. Your child will follow the same curriculum as their class and will be assigned learning as described above.