



St James' Church of England Junior School

Wellington Row, Whitehaven, Cumbria, CA28 7HG

Tel. 01946 695311

Email: admin@stjamesjun.cumbria.sch.uk

Website: stjamesjun.cumbria.sch.uk

Headteacher: Mr Andrew Beattie

"With exploring minds, and faith; we grow and learn together."

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?

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?

Yes. We have been able to offer our remote curriculum from Day 1 of school closure (Tuesday 5th January) All teachers are continuing to plan and prepare work linked to the National Curriculum. Although the delivery of the lesson differs to what the children are used to in the classroom, the content is exactly the same.

Clearly working from home provides a number of limitations and restrictions i.e. a lack of scientific equipment or space for physical exercise. Where this is the case, staff will make adaptations to suit remote learning.

We are making efforts to bridge the gap between home learning and typical 'school' learning. We have made a number of tweaks to our delivery from the last lockdown with increased teacher presence on Seesaw, morning Zoom dial-ins at 9am to reflect on previous days learning and Work Clinics at 11:30am each morning. It is hoped that this helps children feel as connected with their classmates and class teacher as much as possible.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

This will obviously differ depending on the needs of the students. Government guidance states that KS2 should engage with a minimum of 4 hours learning per day. (see below). As a very rough guide, we have included a breakdown of the timings of our daily and weekly tasks.

Key Stage 2	4 hours of daily study
Daily English Lesson	1 hour per day (including any redrafting of work following feedback)
Daily Maths Lesson	1 hour per day (including any redrafting of work following feedback)
Weekly work: Science, Topic, RE. All open ended project based which requires additional research.	Between 1 and 2 hours per day
Reading, learning spellings, revising times tables. Additional reading challenges and PE challenges.	Used in addition to all of the above to make up our 4 hours of remote learning.

Accessing remote education

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

Seesaw was very successful as an easy-to-use, accessible platform during our last lockdown. Again, Seesaw will be the main source for both teachers and students in setting, recording and marking of work. Journals show a detailed record of work planned and submitted, so parents/students/teachers can access previous work if needing to catch up or revisit previous learning. Zoom will also be used for any live lessons, dial-ins and Work Clinics.

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 are able to loan out a limited amount of school iPads to those families in desperate need. Parents should contact the school office on 01946 695311, or email admin@stjamesjun.cumbria.sch.uk, to request an iPad.
- We are able to support families in accessing an internet connection, using the government initiative of working with major broadband providers. If you feel that you could benefit from this, please contact the school office.

How will my child be taught remotely?

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

Following the success of last lockdown, we will again use Seesaw as the main resource for remote learning.

On Seesaw your child will get access to:

- A daily instructional Maths video and worksheet matched to the work your child would typically access whilst in school. White Rose Hub resources will be the main focus for Maths work.
- A daily English task that will include resources used from The Literacy Shed. Difficult tasks will be supported through detailed prompt screens prepared by class teacher, verbal/written instructions, modelled tasks and examples of successful work. Written work will often be inspired through video/animations/pictures or an extract of a familiar book. Children will see a familiarity in the structure of worksheets following 'Reading VIPERS' and 'Writing DADWAVERS'. All work will be marked daily with a combination of detailed written/verbal feedback offered to support your child in making progress to the next steps of their learning.
- Access to weekly Science and Humanities projects. These will often be open-ended and will require additional research to complete.
- Access to Spelling Shed, Grammar Shed and Timestable Rockstar resources.

Live teaching – where appropriate, teachers will deliver live lessons through Zoom.

Daily Support Clinics - Optional drop in clinics through Zoom to support learning on a 1-to-1 basis.

Morning dial-ins – Used through Zoom to keep daily connection with class and ensure high-standards are maintained.

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 understand and empathise that the challenge of home learning is not an easy one. Children will naturally be less engaged in this environment and will be less independent than is usual. However, it is also worth pointing out that this is very normal. The work your child receives in typical school is also challenging, and children getting stuck is something very common in our daily delivery of school learning. Hopefully our dial-ins and health clinics can ease some of this pressure.

We would hope that children would engage with all work set out as detailed above. Depending on the needs of the student, this may only be possible with support of the adult at home. If your child has struggled, and required a lot of support on a given day, please drop a note on the seesaw to inform class teacher.

We ask that work is submitted back to teacher before 2pm to give adequate time to look over work, mark and offer feedback.

We will ensure that school tasks are scheduled and marked at the same time as well as keeping set times for spellings and tables tests. We hope by doing so, that it will allow the family to fall into a routine that works for them.

Again, we appreciate the difficult challenge that comes with and can of course be flexible by offering any additional teacher support, resources and time to complete what is necessary. We are always here to help, so please call out if you need to.

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

Teachers will review your child's learning every day and aim to get feedback sent back out before 4pm each day. Where this isn't possible, your child will receive feedback before starting learning the following day.

Teachers will review previous learning and use this as a discussion point during morning dial in. All parents will be able to receive instant messages through email/smart phone notifications using our Seesaw Family App. This will allow busy parents to check child's work as often as they wish and speak to class teacher directly through the messaging service.

The Head teacher will monitor engagement by liaising frequently with teachers working from home. Teachers are able to review the journals and feed this back to Head teacher. Where it has been noted that there is a concern, the Head teacher will speak to the family to try and work together in identifying the problem and offering a solution to support this.

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:

Daily written/verbal comments on the work. Longer written pieces will receive more detailed feedback.

Other platforms such as Spelling Shed, Timestable Rockstars, Grammar Shed will be used to set online quiz tasks. Teachers will be able to review these quizzes to assess understanding.

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:

- Where appropriate, provide a differentiated task, with a differentiated outcome or using additional resources to support the learning.
- Encourage participation in morning dial-ins and work clinics to gain further support from class teacher.
- Arrange for regular phone calls to check on child wellbeing and reassure child in how well they are coping with the work.

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?

Wherever possible, your child will receive the identical work set in class but published onto Seesaw. When this isn't possible because the work is displayed on a file that isn't configured with Seesaw, an equivalent task will be set.

If your child is having to self-isolate while the rest of their class remain in school, the teacher will also be committed to teaching the remaining children face-to face. Because of this, we will only be able to provide the daily Maths and English tasks and not the afternoon topics. Instead we would encourage children to engage with school learning platforms such as Spelling Shed, engage with reading books or undertake some research on a recent topic.