

# Remote Education Provision



## Information for Parents

## 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?

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?

Corpus Christi School uses the Google Suite for Education software to deliver home learning to pupils. This includes a Google website specific to their year group and Google Classroom where learning tasks are assigned to pupils and feedback is given from class teachers.

Families and pupils should expect to receive email communication from their class teacher outlining the pupil's weekly timetable and when to expect face-to-face time with their teachers, via Google meet.

Pupils in KS1 and KS2 should expect to have a timetable similar to that in school with English, Maths and a Foundation subject occurring daily; access to these tasks will be available on Google Classroom on a daily basis. Where notice for remote education has been limited, the in the first 24hours of a school closure, pupils may be directed to learning tasks on education platforms such as mathletics or Espresso education. These tasks will be communicated via Google Classroom.

### 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:

Key Stage 1	3 hours a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

## Accessing remote education

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

Google Meet, Google Classroom and Google Sites are being used in conjunction with one another to provide home learning.

**Google Sites** provide a clear overview of the tasks and timetables for each week of learning with opportunities to celebrate pupils' successes and highlight achievements of the children.

**Google Classroom** is used to assign learning tasks to pupils and for teachers to give regular daily feedback to pupils.

**Google Meets** are used daily to take the register and for live sharing or teaching time.

All pupils have a login to an account on RM Unify. RM Unify is a single sign on service to the cloud. Their login to this account follows the format – first initial, surname @ccpshub.com e.g. *jsmith@ccpshub.com* which enables them access to their classroom and google meets. The Google Year Group webpage can be accessed via the RM unify home page after logging in at: [www.rmunify.com](http://www.rmunify.com)

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 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 pupils do not have access to laptops or tablets, parents and carers should contact the school office who will be able to provide them with access to a school-loaned device.
- If internet access of broadband speed is unsuitable, parents and carers to contact the School Business Manager, S. Ruiz.
- If access to printed materials is required, families can contact class teachers who will liaise with the school office. The administration team will manage any collection of printed resources or equipment whilst abiding by distancing protocols.

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

To teach remotely, Corpus Christi have adapted a range of approaches dependent on the age and stage of pupils and we use a combination of the following approaches:

- live teaching (online lessons)
  - All pupils will receive live check-in time with their teachers each morning. This happens via Google Meet and gives teachers the opportunity to explain the timetable for the day and expectations of the pupils. This also allows pupils the opportunity to ask questions about their learning.
  - Live lessons vary depending on the appropriateness of live teaching time based on a pupils' age. We recognise that younger children in Key Stage 1 or Reception often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not rely on live sessions to teach these pupils remotely. KS2 pupils receive live-teaching time and the frequency of this increases the further up the school the pupils are.
- recorded teaching
  - We have made the conscious decision to pre-record lessons for several reasons. Many young children do not have the focus required to engage with the teaching input in a live environment. Additionally, children (and parents) need the capacity to play and replay explicit teaching instruction, as many pupils need to hear the teaching more than once in order to be successful. Children of this age are not able to independently direct their learning and it is very taxing on our parents to demand when they may support a given task, as they have jobs, siblings and other family commitments of their own.
  - Recorded teaching includes pre-recorded videos and audio recordings made by Corpus Christi teachers, White Rose Maths Lessons, The Literary Curriculum English lessons and Oak National Academy lessons.
- workbooks to support pupils with learning tasks. e.g. White Rose Maths
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
  - Some examples of websites Corpus Christi teachers use to support specific subjects are BBC Bitesize, Espresso Education, YouTube and an Hour of Code.

## **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?**

- To assist pupils and families with remote learning, we follow a similar daily structure as would be given in school.
- Wherever possible, we expect pupils to engage with all learning tasks set each day. Where this is not possible for certain children, this will be decided at the discretion of the child's class teacher or Phase Group Leader on an individual case by case basis.
- We strongly encourage parents to set routines with their child/ren to support with their education.

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

- Teachers will check pupils' engagement with remote education on a daily basis.
- Teachers will make note of which pupils are in attendance at live register time and live lessons, and those who turn in assigned work via Google Classroom.
- Where there is a concern over engagement with remote education, this concern will be passed on to the administration and senior leadership team. Parents and families will be phoned by a member of this team. Teachers may also make contact with pupils or parents to support engagement with remote learning e.g. to talk through device issues, barriers to access or barriers to learning at home.

**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:

Teachers at Corpus Christi use many different methods to feedback on pupils' work.

- Pupils can expect to receive daily feedback
- All work submitted to class teachers by 4pm will receive feedback by their class teacher or a member of their year groups' teaching team. Work submitted after this time will be looked at by class teachers but feedback will be given when possible.
- Staff will continue to use the school's feedback and marking policy to assess and feedback on pupils' work. This includes providing: written comments, questioning to move pupils on, and green highlighting of pupils' work to suggest improvements or corrections. In addition to this, teachers use the software 'Mote' to provide audio feedback, and for older pupils the software Kami to, at times, provide video or screen –recorded feedback.
- Automatically marked quizzes which may take the form of comprehensions tasks, maths quizzes or spelling tests, created via Google Forms, are also used where appropriate to provide instant feedback.

### **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:

- For pupils who have an EHCP (Education and Health Care Plan) a full-time school place will be offered.
- If a child has special educational needs and disabilities that stop them from being able to access remote education and make progress, we will liaise with families to arrange support and, where possible, a place for them either part time or full time in school.
- Children with special education needs and disabilities who are not able to attend school are supported directly by their class teacher and learning support assistants.
- Pupils with EHC plans, who are not attending school in person, will receive support which has been arranged through the SENCO, the class teacher and the child's LSA (learning support assistant) and the parent e.g. Where useful, LSAs may provide additional Google Meet sessions to support pupils in accessing and completing their work in addition to class lessons.
- Support for pupils with SEND will look different according to the age of the child, the needs of the child and their specific difficulties and family circumstances.
- We will use our extensive knowledge of our pupils and their family circumstances to ensure that pupils with SEND continue to make progress at the appropriate rate.
- We have worked to create video tutorials to support parents of younger pupils so that our families are able to engage in with our online platforms

### **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 a child is self-isolating due to close contact with a positive case of coronavirus, the remote education offer is as follows:

Home learning will be provided via Google Classroom. In KS1 and KS2, three home learning tasks will be set: English, maths and a foundation subject. EYFS pupils will receive learning tasks matched to their early learning goals.

Feedback on pupils' work will be given via Google Classroom as stated above. Pupils will be provided with lesson resources that align as closely to in-school teaching as possible. Other pre-recorded lessons from Oak Academy, White Rose or Literary Curriculum will be offered and teaching and learning content will be supported by other educational websites. Live lessons will not be conducted; however, teachers will arrange face-to-face meets via Google Meet with the isolating pupil. This will occur once a week.