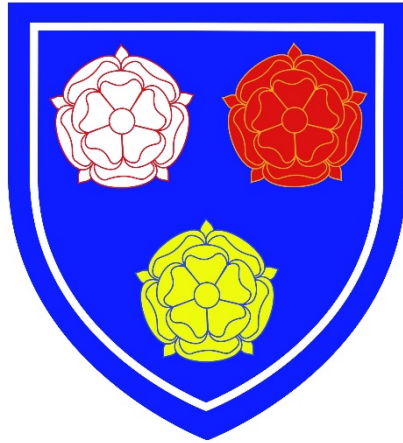


OUR LADY OF THE MOST HOLY ROSARY
CATHOLIC ACADEMY



Remote Learning Offer

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?

Holy Rosary has adopted a 'Blended Learning' approach where we will endeavour to replicate the classroom remotely. This includes a mixture of face-to-face live lessons, pre-recorded remote lessons, and resource packs. (Age related) We understand the characteristics of good quality teaching and how to transfer these characteristics into remote provision. (A mixture of live and recorded) Our preferred remote learning platform is 'Microsoft Teams'.

We will ensure that:

- Pupils receive clear explanations.
- Pupils will be supported to grow in confidence with new materials through scaffolded practice.
- Pupils will be given the opportunity to apply new knowledge and skills.
- Pupils will be given feedback on how to progress.

Whole School Lockdown/Cohort in Isolation

Teaching staff will deliver:

- KS1: A minimum of 3 hours learning a day. (A mixture of live and pre-recorded)
- KS2: A minimum of 4 hours learning a day. (A mixture of live and pre-recorded)
- EY: Activity Packs will be provided. Teachers will deliver at least 1 live lesson a day to offer face to face contact for our youngest learners. (A mixture of live and pre-recorded) Learning will cover all aspects of the EY Curriculum.

Small group/individual child in Isolation

- Pupils will be directed to BBC/Oak National Academy and other such learning platforms
- Packs of work will be made available.
- Pupils invited in to a live lesson/pre-recorded lessons.

Teacher off Ill

- Parent will be directed to BBC/Oak National Academy and other such learning platforms
- Packs of work will be available
- Pupils will have access to pre-recorded lessons

We will ensure that remote learning remains as effective as possible through interactivity between the teacher and the pupils. This will give them the opportunity to ask and answer questions to support their learning. The 'Teams' lesson will remain open after the lesson, allowing pupils to ask further questions and receive feedback across the day.

Live lessons will be recorded to enable pupils to access learning at a later time. This will allow flexibility where there may be limited or shared devices, or to support those who may be unable to attend the scheduled lesson. The lesson can also be viewed again for reinforcement.

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?

We will endeavour to teach the majority of our planned curriculum, modified as necessary to accommodate home learning effectively. It may be more difficult to deliver some areas that demand a more practical approach.

We will of course still gather together, albeit on-line, for Collective Worship prayer and reflection.

Remote teaching and study time each day

How long will it take my child each day to complete the work set by school?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

EY Foundation	A minimum of 2 hour of learning each day or more where age appropriate. (Blended Learning approach)
Key Stage 1	A minimum of 3 hours of learning each day will be prepared, with a live or recorded input from class teacher for each lesson. (Blended Learning approach)
Key Stage 2	A minimum of 4 hours learning each day, with a live or recorded input from class teacher for each lesson. (Blended Learning approach)
In every Key Stage, the lesson will be recorded to allow pupils to access home learning at a later time, or for repetition and reinforcement.	

Accessing remote education

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

Our preferred on-line learning platform is Microsoft Teams. This platform allows maximum input from staff and access for all users to the Office 365 suite to ensure children have all the resources needed to work with files. Pupils will be set 'Assignments' through Teams and will be directed to them by their teacher.

Each pupil will be issued their own personal log-in, which they must not share. Their log in details also provide full, free access to the Microsoft Office for Education software suite to allow easy access to prepared work in different formats.

There are a multitude of devices that can be used to access Teams. (Laptops, I-Pads, Tablets, Desk Top computers, Smart Phones, PlayStation and X-Boxes etc) Staff are available daily to support those experiencing difficulties accessing the learning.

Supplementary software includes Purple Mash and Times Tables Rockstars. Early Years pupils also have access to subscriptions to Busy Things and Phonics Play. These subscription services can be used by parents at any time and can be used to support assignments or skill development.

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:

Support will be offered on a case by case basis.

Government laptops have been provided to vulnerable children and all children have had support to access Teams via Laptop, Desktop, iPad, Tablet, Kindle Fire, Mobile Phone, Xbox and Playstation.

We have arranged removal of data caps from phone contracts for qualifying parents to increase mobile data allowance.

Where necessary pupils can access any printed materials needed, to be then submitted to school, if they are not able to establish online access.

How will my child be taught remotely?

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

We use an approach called Blended learning, where we will endeavour to replicate the classroom remotely. This includes a mixture of face-to-face live lessons, pre-recorded remote lessons, and resource packs. (Age related) We understand the characteristics of good quality teaching and how to transfer these characteristics into remote provision.

Pupils will receive video-presented lessons via Teams. These are recorded to allow children to re-watch or access their learning at a later time to allow flexibility where there may be limited or shared devices, or to support those who may be unable to attend the scheduled lesson. The lesson can also be viewed again for reinforcement.

Children are assigned tasks through Microsoft Teams which are tailored to their ability. They then re-submit via Teams for feedback from their teacher.

In the very few situations where children have been unable to access learning online, staff have made individual calls and ensured that there was a method to access online. The vast majority have been able to access this. This is dealt with case by case.

School can provide printed resources, but work very hard to ensure that all children can access and enjoy their virtual contact each day.

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 appreciate the support that parents offer their children and the support offered to us as teachers. We would ask that:

- You encourage your child to attend online lessons and access remote learning.
- You encourage your child to choose a good place to learn. (Quiet and free from distractions)
- You encourage your child to complete their assigned learning and upload for feedback.
- You encourage your child to 'own' their learning. (Don't help too much. Becoming an independent learner takes lots of practice)
- You encourage your child to do 'their best work' Expect the same high standards.
- You encourage them to engage in the question and answer stages of learning.
- You encourage your child to engage in physical activity and exercise.
- You insist that your child adheres to our school 'Code of Conduct' in relation to online learning.
- You also adhere to our school 'Code of Conduct' around remote on-line learning.

We thank you in anticipation of your support.

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

Microsoft Teams provides us with a participants list. This shows us when pupils have logged on, opened their work, returned their work and our feedback to them. We check the participants list lesson by lesson.

Return of work is checked daily, but we also build in a reasonable time limit to allow parents to support their child outside of school hours if needed.

Teachers will contact parents directly by telephone about any concerns, particularly when we see children are not attending the live lessons or returning work.

Staff are available daily to offer support.

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:

Work is assigned to each pupil through 'Assignments' in Microsoft Teams.

The pupils will receive daily feedback in relation to each lesson delivered via Teams. This feedback is added to their returned work.

Pupils can then click on the 'Grades' tab to see their individual feedback and track which tasks they have submitted and which ones are outstanding. They can also see how many House points they have earned for their work.

We use the 'Chat' facility during live lessons so that pupils can respond to Q & A sessions. Some work will be presented as a quiz, which is marked automatically when checked by a teacher.

The Teams chat facility can also be used by children during normal school hours to ask their teacher for further support with specific issues; we ask that questions of this sort be posted in the general chat rather than directly to the teachers email.

Teachers will endeavour to respond to the pupils request for support as soon as possible.

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:

We understand that all children are individual and learn in different ways.

Tasks will be differentiated for the needs of each individual pupil.

Where extra support is needed teachers will liaise with parents to support their children further.

Activities particular to Individual Education Plans can be provided to parents to run alongside daily lessons.

Parents who find that their child is still struggling, will be supported by the class teacher. We will always find a way to make their learning accessible.

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?

Children self-isolating have access to the same curricular provision as outlined above.