

# St Cuthbert's R.C. Primary School

## Remote Learning

(What to expect during period of school closure  
or pupil isolation relating to COVID 19)



## **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?**

Teachers will upload teaching and work to be completed onto the 'Class Pages' section of the school website [www.stcuthbertspri.org.uk](http://www.stcuthbertspri.org.uk) Where notice periods are sufficient, exercise books and/or workbooks will be given to children prior to closure.

### **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 aim is to teach broadly the same curriculum as we do in school with some amendments (see remote learning policy for examples). A variety of formats will be used these may include but are not limited to:

Live lessons using online platforms such as Microsoft Teams or Zoom

Recorded sessions – either the teacher's own or from preapproved sources such as The Oak National Academy, BBC, White Rose Maths etc.

## 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:

Early Years	Early years will be provided with a range of activities which are pertinent to children's development in the early years. Recorded sessions will be provided, any live lessons will be in the form of 'short burst' sessions.
Key Stage 1	There will be at least three hours of learning provided in line with government recommendations. This learning will be a mix of live, recorded and independent sessions. Where appropriate small group sessions will also be provided
Key Stage 2	There will be at least four hours of learning provided in line with government recommendations. Live learning will be provided daily coupled with recorded, independent and marking and feedback sessions

## Accessing remote education

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

Access to the remote offer will include but is not limited to:

Microsoft Teams  
Zoom  
Reading Plus  
BBC Bitesize  
Edukey  
Times Tables Rock Stars  
Class email system  
Evidence Me

### 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:

- Loan of equipment from school stock
- Loan of equipment from local authority stock
- Loan of equipment from government scheme stock

Workpacks can be provided with follow up telephone conversations should it be necessary.

Recordings will be available for access at later times should a child not be able to access at the time of the live session for any reason

## How will my child be taught remotely?

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

We will do our utmost to ensure every child is accessing remote teaching. Our approaches will include but are not limited to:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- online submission of work for marking and feedback
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences and the use of their workbooks/worksheets
- long-term project work and/or internet research activities
- small group intervention sessions and/or 1-1 sessions where necessary
- provision of resources to support children's needs including those with SEND eg. Coloured overlays, pencil grips, social story provision etc.
- use of the school Learning Mentor to ensure children receive continuous support in emotional wellbeing

## 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?

- parents/carers should set clear routine around accessing and completing teaching and independent tasks
- work is to be completed as set for each class and subject – any difficulties around completing work should be communicated swiftly to the school to ensure any problems can be overcome
- parents/carers should ensure that work is submitted for marking and feedback
- parents/carers will be expected to ensure children are ready to learn at the times stated wherever possible. Or access recordings when necessary
- attendance should be in line with the protocol and policy for remote learning with regards to environment, dress codes and safeguarding etc.

### 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:

- All work set will be followed up. If your child is not engaging with the work daily or is experiencing any particular difficulties we will contact you by telephone in the first instance. These calls will be made by either the class teacher or the parent support advisor.

### 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:

In this section, please set out briefly:

- feedback will be given verbally during live sessions or by telephone conversations where necessary
- written feedback on work submitted will be provided and this will be given in KS1 and KS2 at least three times per week
- feedback in Early Years is given through the Evidence Me App and during the half term, parents will receive the 'next steps' for their child
- all classes have a 'class email' which can be used to send in any work that cannot be uploaded to the learning platform
- staff members can arrange COVID safe submission of work where technology is unavailable for any reason or period

## **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:

In this section, please set out briefly:

- Children will have access to all provisions as listed in SEND Provision section of the SEND information report. These include:
- Provision required for a child to meet the outcomes on their Education Health Care Plans
- Visual supports such as visual timetables, working memory boards, now and next cards or task cards
- Coloured overlays and sensory resources
- Technology where appropriate, such as laptops and iPads
- Access to Theraplay activities and resources to support emotional well-being, such a social or emotional stories
- Online provisions, such as Lexia, Reading Plus, iDL, spelling shed, Times table Rockstars and My Maths
- Further details available in the SEND Information Report on the school website – all legal requirements relating to SEND will be completed in the usual timescales

## **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?**

- in Key Stage 2, where possible, individual pupils will access either the live lesson or recording through Microsoft Teams at the same time as their peers
- where joining the live session is not possible, recording and independent work will be provided which is in line with that received by their peers
- in all cases remote learning will be closely aligned to that of 'in school' learning to ensure knowledge gaps are avoided for a child's return to school
- feedback will be given in a similar way to the remote offer above