

# Information about Remote Learning Provision at St Joseph's Catholic Primary School



This template is designed to help St Joseph's Catholic school share relevant information with pupils and parents or carers about how we provide remote education and to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (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?**

Pupils have access through their own log-ons to a range of online learning platforms: Reading Theory, Lexia ,RWI, Purple Mash and Times Tables Rock stars. Pupils will also have access to their Seesaw learning platform where they will have homework tasks which may need to be completed.

All pupils can also access BBC Bitesize.

### **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 teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. For example, PE, music, art and DT are adapted to suite the home environment and resources available. Also, if a lesson requires resources which may not be readily available at home, a video demonstration may be included or a suggestion as to how best to adapt the lesson.

## 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	Three Hours
Key Stage 2	Four Hours

## Accessing remote education

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

We are using the following digital platforms either for delivery or for assessment:

- Seesaw Learning Platform
- Microsoft Teams

### 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:

To date the school has received an allocation of 24 laptops from the DfE which have been loaned by families who have identified a need to the school. This has been through regular communication from the head teacher and class teachers, ensuring that the school was able to loan devices to families so that pupils can access online learning.

Parents were informed about the DfE temporary offer for additional data for their mobile phones and had the opportunity to apply for it through school.

If the above options are not helpful to pupils, the school will provide printed materials for use at home where applicable.

## How will my child be taught remotely?

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

Some examples of remote teaching approaches:

- live teaching and feedback sessions take place everyday for KS2 and there are daily live catch up sessions for Early Years and KS1. This also helps to impact positively with the Mental Health and Well Being of the pupils and staff as they have the chance to meet 'face to face' each day
- daily learning is set on the Seesaw platform which follows the school curriculum, is carefully sequenced and ensures that pupils obtain the building blocks they need to move onto the next step
- recorded teaching (e.g. Oak National Academy lessons, Letter Join, White Rose Maths Hub, RWI phonics and video/audio recordings made by teachers) is used to support and extend the understanding and learning of the work that is set on Seesaw
- there are also recorded PE and Music lessons available which are provided by our 'bought in' external experts
- parents and pupils have been directed to other online resources the school subscribes to, which include Letter Join, Purple Mash, TT Rockstars and Read Theory and pupils have been provided with logins etc to use at home and are accessing these
- all pupils are provided with a work pack of resources to support their learning at home which are bespoke to the key stage they are in. For example, they have included whiteboard equipment, pens, pencils, workbooks, links and log ins to other online resources the school subscribes to as well as templates for letter formation, times tables cards and visuals to support learning
- printed paper packs produced by teachers (e.g. workbooks, worksheets) are provided where applicable.

## 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 expect all pupils to engage with remote education unless there are exceptional circumstances. We aim to ensure that the support given by the class teacher is engaging and motivating. Feedback and regular communication ensures that pupils should be able to feel confident in their work.
- Where pupils are not engaging, we aim to find out why not. Phone calls home are used to check in with pupils and engage them. Appropriate support is offered where needed.
- We expect parents to be our partners in the education of their children and recognise that parental engagement is essential to ensure that pupils are benefiting from, and making progress in, their education. However, we also acknowledge that home circumstances vary as do parents' work commitments. Therefore, we aim to provide remote education that is accessible in a range of home situations.
- The age and ability of pupils often determines how much support they will need from adults. Teachers will aim to differentiate work accordingly for pupils to give a balance between independent and adult supported tasks.

We recognise it is harder to engage and motivate pupils remotely than when they are in the classroom. Communicating and working with parents, without putting an unreasonable burden on them, can support remote learning. We welcome and encourage feedback from parents as to how effective the remote education provided by school is, recognising that it is no substitute for face-to-face teaching and learning.

### 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 the Seesaw learning platform daily.
- An attendance register is taken at all live MS Teams lessons.
- Teachers, in the first instance, will contact parents directly by phone or email if there are concerns about engagement and support and advice will be offered.
- The head teacher will be responsible for the overall engagement of pupils. If pupils are not engaging with their work the head teacher will liaise with families and may need to follow attendance or safeguarding procedures, liaising with external agencies if concerns remain.

## **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:

- Staff will mark and give feedback on the work set on Seesaw daily. They will also have the opportunity to discuss pupils work during the live lessons, feedback sessions and catch up on Teams.
- Pupil engagement and access to the online learning is closely monitored and where there is a concern parents are contacted to offer 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:

- The staff contact the families on a regular basis, individual plans are shared with the families and the learning provided is bespoke to the individual needs of the SEND pupils.
- We can provide support to specific children through engagement with external services such as Alliance and Future Steps.
- In Reception and Year One, remote learning is provided through the same platforms as the rest of the school and is adapted according to age, need and ability.

## **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?**

The school will aim to provide remote education for self-isolating pupils as already outlined in this document. First and second day response will be the same as above, and the teacher will aim to provide access to replicate classroom learning as soon as possible.

We recognise that there may be circumstances where pupils are self-isolating and unwell. Good communication between home and school will ensure that we support the pupil as much as possible once they are well enough to engage in remote learning.