

# St Joseph's Catholic Primary School, Wrightington

## REMOTE EDUCATION PROVISION: INFORMATION FOR PARENTS

*This government template has been completed using our COVID-19 Contingency Plan and Remote Learning Policy, which can be found at:*

<https://www.st-josephs-wrightington.lancs.sch.uk/covid-19-information/>

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?**

If your child is absent and you are waiting for the results of a Covid test we would on Day 1 request that your child completes the following home learning activities:

- Hear your child read their reading book asking inference and retrieval questions.
- Reading Eggs (including Eggspress and Fast Phonics)
- Spag.com
- Mathletics (Year 1 upwards)
- Times Table Rockstars (Year 3 upwards)
- Maths Seeds (EYFS)

***If your child or family member receives a negative result, then your child can return to school as soon as possible.***

If your child is absent beyond 2 days (still awaiting the outcome of a test but well enough to engage in learning) then the following home learning will be put in place:

- Your child will receive a notification on Class Dojo every morning to provide them with learning for the day;
- The class teacher will not be available throughout the day to respond to messages as they will be teaching but will reply at the end of the school day and provide feedback for all submitted work.

### **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?**

In the event of a school bubble having to isolate the following measures will be put in place to support home learning:

- Class Dojo will be used as the online platform for all teaching and learning and communications between home and school;
- Daily communication via Dojo will be made to the entire cohort by the class teacher and learning/ videos/presentations for the day will be provided. Your child's class teacher will forward work each day (around 9 a.m.) which will follow, as much as is possible, the normal daily curriculum in school. A video/ presentation will also be sent by the class teacher at the end of the school day (around 3.30 p.m.);
- Children will also be encouraged to access the online English and Mathematics school subscriptions (all passwords for your child to access these resources have been sent via dojo);
- Children will be expected to engage in the daily learning provided and complete work to the best of their ability. Constructive feedback to work submitted by your child will be provided by their class teacher to inform next steps.

### **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:

EYFS	Up to 3 hours per day
Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

### **Accessing remote education**

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

Resources to deliver this Remote Education Plan include:

- Online tools for EYFS, KS1 and KS2 (Class Dojo);
- Use of recorded video for 'Welcome' (this can be watched at any time during the day) and instructional videos: these can be in the form of Oak Academy, YouTube, teacher videos for certain lessons;
- Printed learning packs (parents to inform school if they cannot access learning online and packs will be prepared);
- Exercise books if required ;
- Use of:
  - ❖ BBC Bitesize;
  - ❖ Oak Academy Mathletics;
  - ❖ Times Tables Rockstars;
  - ❖ Spag.com;
  - ❖ SATs Companion (Y6);
  - ❖ Maths Seed (EYFS);

- ❖ Reading Eggs.

### **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:

- The school has been allocated 4 laptops as part of the DfE scheme for supporting remote learning. These will be prioritised and distributed according to need. Additional hardware is utilised by pupils in school for learning and as such are unavailable to lend to families;
- Printed learning packs will be prepared for children without online access (*parents to inform school if they cannot access learning online and packs will be prepared and can be collected from the School Office*);
- Exercise books if required (*parents to inform school if exercise books are required*);
- If work is completed on paper, photographs of work can be uploaded to class dojo.

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

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

- Online tools for EYFS, KS1 and KS2 (Class Dojo);
- Use of recorded video for 'Welcome' (this can be watched at any time during the day);
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers);
- Printed paper packs produced by teachers (e.g. workbooks, worksheets) – these can be collected on request;
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences

Some examples of remote teaching approaches:

- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers);
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences;
- Intervention work will be provided with an overview of what is to be covered in each lesson with links to the relevant websites/ worksheets;
- Letters and Sounds work (phonics) will be provided in a weekly overview with links to the relevant websites/ worksheets for each days learning;
- West Lancs Schools Sports Partnership will provide links to video clips for the delivery of Physical Education.

### **What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?**

#### **Expectations for pupils' engagement with remote education:**

Daily work set will follow a structure which will broadly follow the usual timetable for the class had they been in school. However, we appreciate the issues that remote learning presents, so there is no particular order/ time constraints to complete each piece of work; **but** a completed English and Maths piece of work must be submitted daily to their class teacher, at some point. Class timetables can be found at:

<https://www.st-josephs-wrightington.lancs.sch.uk/class-timetables/>

- ❖ You should be able to complete some/most tasks set by the teacher independently – so **all** work will not need parental input;

- ❖ Complete work to the deadline set by teachers;
- ❖ Seek help if they need it, from teachers;
- ❖ Alert teachers if they're not able to complete work;
- ❖ Apply themselves to tasks set as they do in school;
- ❖ Your work should be of the same presentation standard as it is in school.

**Expectations of parental support, i.e. setting routines to support your child's education:**

Where possible, it is beneficial for young people to maintain a regular and familiar routine. St Joseph's Catholic Primary School would recommend that each 'school day' maintains structure. Therefore, an outline of work for the school day is available in the COVID-19 – Remote Learning section of the school website:

<https://www.st-josephs-wrightington.lancs.sch.uk/class-timetables/>

- We encourage parents to support their children's work, including finding an appropriate place to work and, to the best of their ability, support pupils with work encouraging them to maintain good levels of concentration;
- Children should be able to complete some/most tasks set by the teacher independently – so all work will not need parental input;
- Every effort will be made by staff to ensure that work is set promptly;
- Should accessing work be an issue, parents should contact school promptly and alternative solutions may be available. These will be discussed on a case-to-case basis. School realises the pressures on delivering home learning; therefore time restraints are not placed on when lessons need to be done;
- We would encourage parents to follow the 'digital 5 a day' framework which provides practical steps to support a healthy and balanced digital diet:

<https://st-josephs-catholic-wigan.secure-primariesite.net/useful-links/>

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

- As much as possible, all communication with pupils and their parents will take place within the school hours;
- Teachers will keep daily records of work and communication received from each member of their class. If no work is submitted at the end of a day, the teacher will contact the parent via Class Dojo in the first instance then by phone call;
- Teaching staff will contact parents via Class Dojo/ telephone if their child is not completing their schoolwork or their standard of work has noticeably decreased;
- Pupils and Parents will have verbal contact with a member of teaching staff at least once per week;
- Parents will inform the relevant member of staff as soon as possible if schoolwork cannot be completed;
- Issues with remote learning will be communicated to the pupils' teacher as soon as possible so they can investigate and resolve the issue;
- The pupils' teacher will keep parents and pupils informed of any changes to the remote learning arrangements or the schoolwork set;
- The effectiveness of communication will be reviewed on a weekly basis and measures will be put in place to address gaps or weaknesses in communication.

## **How will you assess my child's work and progress?**

### **Marking and Feedback**

Feedback can take many forms and may not always mean extensive written comments for individual children. Our approach to feeding back on pupil work is as follows:

- Teachers will provide feedback on ONE piece of Maths and English daily and on topic once a week;
- Any other work/ photographs sent through will receive a short comment/ thumbs up;

All schoolwork completed through remote learning must be:

- Returned on or before the deadline set by the relevant member of teaching staff;
- Completed to the best of the pupil's ability;
- The pupil's own work;
- Marked in line with the Marking and Feedback Policy;
- Returned to the pupil, once marked.

The school expects pupils and staff to maintain a good work ethic during the period of remote learning. Teaching staff will monitor the academic progress of pupils with and without access to the online learning resources and discuss additional support or provision with the Head teacher 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;
  - Teaching staff will monitor the academic progress of pupils with SEND and discuss additional support or provision with the SENCO as soon as possible.
  - Interventions will continue as far as is possible;
- Children in EYFS (Reception and preschool) will receive daily work and videos from the EYFS staff. Their work will be age-appropriate. There is not a fixed timetable, as it is not in school, it is child-led.

## **Remote education for self-isolating pupils**

### **If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?**

In the event that your child has to self-isolate, the following system will be put in place to support home learning:

- Class Dojo will be used as the online learning platform to inform you of your child's learning and activities (using the portfolio section) that can be completed during their absence - paper copies of learning (as appropriate and required) will be available to collect.
- If your child tests positive for Covid then the expectation to complete learning will only be once they have recovered.

In the event of a school bubble having to isolate the following measures will be put in place to support home learning:

- Class Dojo will be used as the online platform for all teaching and learning and communications between home and school;
- Daily communication via Dojo will be made to the entire cohort by the class teacher and learning/ videos/presentations for the day will be provided. Your child's class teacher will forward work each day (around 9 a.m.) which will follow, as much as is possible, the normal daily curriculum in school. A video/ presentation will also be sent by the class teacher at the end of the school day (around 3.30 p.m.);
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