Remote Learning Strategy January 2021 v.1

A Guide for Parents

This document supports the school's published

Remote Learning Policy – COVID19

Date adopted: January 2021

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Staff responsible: Isobel Vassallo, Emma Woods, Sarah Durand & David McCabe

Governor responsible: John Hayes

Mission Statement

We would like to be recognised by the quality and depth of respect and love which we show towards each other. Mutual respect and tolerance are central to our way of life at St. Mary's.

We appreciate the importance of the distinctive role our Catholic school plays in the community and consequently the Gospel values are central to every aspect of life at St. Mary's.

Remote education provision information for parents

St. Mary's intends that this information provides clarity and transparency for pupils, parents or carers and all stakeholders about what to expect from remote education. This may be where national or local restrictions require entire cohorts (or bubbles) to remain at home or where individual pupils or small groups within a year group are self-isolating.

This document is intended to outline how our remote learning is delivered and works in practice and to answer some frequently asked questions. Should any parent have questions which are not addressed within this document or our Policy for Remote Learning – COVID-19 parents are encouraged to contact school either via telephone or email.

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 St. Mary's standard approach, while we take all necessary actions to prepare for a longer period of remote learning.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

St. Mary's will establish access to technology and set up remote learning as outlined in more detail below in 'How will my child be taught remotely'.

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 may need to make some adaptations in some subjects to ensure that resources sourced at home are achievable. For example, science investigations that require the use of specialist equipment would be an unrealistic expectation and it may be necessary to alter the order of specific topics. In the event of such action we will communicate any changes to our published Curriculum Newsletters as soon as possible.

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:

Reception	4 x 30 minute live teaching sessions with directed activities between live sessions. Timetable is appended to this document with specific year group expectations included.
Key Stage 1	Live teaching that mirrors the 'normal' school day. Individual year group timetables are appended to this document with specific year group expectations included.
Lower Key Stage 2	Live teaching that mirrors the 'normal' school day. Individual year group timetables are appended to this document with specific year group expectations included.
Upper Key Stage 2	Live teaching that mirrors the 'normal' school day. Individual year group timetables are appended to this document with specific year group expectations included.

Accessing remote education

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

As outlined in our Remote Learning Policy the platform St. Mary's uses to deliver remote learning is 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 have taken the following approaches to support those pupils to access remote education:

- An initial parent survey in September 2020 identified initial technology gaps and families who may need access to school devices in the event of remote learning. Regular parent communication through the school e-bulletin the **Friday Flyer** and direct emails encouraged parents to contact school if they experienced any difficulties.

- In the event that parents require devices, broadband or data support they are invited into school to collect a DfE or reconfigured pupil laptop with a dongle if necessary. Parents are asked to collect items at a specified time from a COVID secure outdoor location and to sign an Acceptable Use Agreement.

- Pupil packs or resources and stationery are available on request and collected by appointment from the school gate on a weekly basis.

- Pupils can return hard copies of work to school on a weekly cycle when collecting the following week's resources

- Any queries regarding the provision of either electronic support or paper resources parents are asked to contact the school office either in person via the intercom at the main gate, via the telephone on 0208 650 2355 or via email to admin@stmaryscp.co.uk or academy@stmarys.co.uk.

How will my child be taught remotely?

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

Lone child or small group self-isolating whilst school remain open to all pupils.

- In the event of an Individual child or small group moving to remote learning due to COVID 19 the school will establish whether there are any access requirements that need to be supported.

- Teachers will outline work daily and upload relevant resources via their year group Teams by 9.30. This may include links to online lessons from providers such as White Rose Maths, Oak National Academy and the BBC. Teachers will not deliver live lessons in this instance. Parents are advised that the initial administration of individual child or small group remote learning may require 24 hours.

- Teachers will have daily contact to discuss work at a time that does not impact on the teaching and learning of the children in school.

- Where paper packs are required/requested 24 – 48 hours administration may be required; however teachers or support staff will telephone pupils daily at a time that does not impact on the teaching and learning of the children in school.

Year group or school closure

- In the event of either a whole year group or the entire school moving to remote learning due to COVID19 school will establish if there are any access requirements that need to be supported.

- Teachers will provide live lessons and remote learning vis MS Teams. In addition to live lessons, this may include links to online lessons from providers such as White Rose Maths, Oak National Academy and the BBC. Parents are advised that the initial administration for remote learning may require 24 hours.

- Where paper packs are required/requested 24 – 48 hours administration may be required however teachers or support staff will telephone pupils daily at a time that does not impact on effective delivery of live remote learning.

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?

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School wide expectations

Pupils learning remotely should:

- Be contactable during the school day – 9am-3pm - although they may not be in front of a device the entire time
- Seek help if they need it, from teachers or teaching assistants
- Alert teachers if they're not able to complete work
- Submit work as requested either via MS Teams or email to the school office
- Be appropriately attired for school work (this does not mean that pupils are required to wear uniform for remote learning)

Parents supporting either children with learning should:

- Make the school aware if their child is sick or otherwise can't complete work
- Seek help from the school if they need it (parents have been guided towards the Parent Fact Sheet for accessing remote learning by Office 365/MS Teams)
- Be respectful when making any complaints or concerns known to staff

There may be additional year group specific expectations – please see appended year group timetables.

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

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Pupil engagement

- Registers are taken twice daily
- Targeted questioning in lessons and holding whiteboards/examples of work up to the camera check in-lesson engagement
- Work is submitted in MSTeams (via Assignments) or emailed in – this looks different in each year group and may not take the form of written assignments (for example, photographs of engagement in Reception) but a final written task at the end of sequence of lessons is expected from all pupils

Communicating concerns with parents

- Any parental concerns, or staff concerns about engagement, are recorded in staff briefings or via email. The headteacher will contact parents to help families to overcome any barriers.

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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:

Providing feedback on work –
- Pupils should respond in MS Teams or email work to their class teacher via email to admin@stmaryscp.co.uk or academy@stmarys.co.uk.
- All work submitted will be acknowledged by the class teacher.
- Feedback will be given for English and Maths on a class or individual basis as appropriate.
- Feedback may be returned to the child on their original assignment (in MS Teams) or may be provided verbally during the live lesson.
- Feedback will be age appropriate.
- Children who are self-isolating will have the opportunity to speak to the teacher daily.
- For specific year group detail on feedback please refer to the appended year group documents.

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, including those with special educational needs and disabilities (SEND) and children with a social worker, may not be able to access remote education without support. 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:

- Where a pupil has an EHCP and parent has decided not to send their child into school despite their eligibility, there will be direct contact and designated 1:1 sessions with the child's Individual Support Assistant; this will be planned for in conjunction with the class teacher and monitored by the class teacher and SENCO.
- The SENCO will maintain regular contact with those parents of pupils with an EHCP accessing remote education.
- Where pupils are on the SEND Register or are considered vulnerable due to wellbeing concerns or specific circumstances, the SENCO and the Wellbeing Lead will support staff, pupils and parents as needed.
- Children with a social worker will attend school if at all possible. If this is not possible, the headteacher and or DSL for Looked After Children will ensure engagement and support with online learning including through the Virtual School They will, if necessary support the Looked After Child's PEP.

Links to the following:

Remote Learning Policy-COVID 19 v3.1

2020 Return to School v.3

ICT and internet acceptable use policy

Behaviour Policy

SEND Policy

Child Protection Policy and coronavirus addendum to our Child Protection Policy

Data Protection Policy and privacy Notices

Home School Agreement Online Safety Policy

Appendices:

Remote Learning Timetable and Expectations for the following:

Reception

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

EYFS Timetable for Remote Learning

Time	Daily Activities	Small Group Activities
9:05 – 9:35	Registration and introduction	Monday speaking and listening with a TA
10:30 – 11:00	Phonics lesson	
1:15 – 1:40	Maths lesson	Thursday – Handwriting groups with the class teacher
2:30 – 2:50	Story time	

Expectations:

We appreciate how challenging it is for very young children to engage for long periods of time and how challenging it is for parents also to support remote learning and do not want to put undue pressure on our youngest learners or their parents.

We expect the parents to submit at least one piece of work to Teams every day. This is often a photograph of a practical or written task. We give the children feedback for all of the work that is submitted which the parents have really appreciated and the children enjoy hearing what we say.

Year 1 Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.15	Registration	Registration	Registration	Registration	Registration Assembly
9.15-10.10	Phonics and literacy	Phonics and literacy	Phonics and literacy	Phonics and literacy	Phonics and literacy
	Break	Break	Break	Break	Break
10.30-11.30	Maths	Maths	Maths	Maths	PE
11.30-12.00	Story	Story	Wednesday word	Wellbeing/Emotional Literacy	Story
	Lunch	Lunch	Lunch	Lunch	Lunch
1.20	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION
1.30-2.30	Art	Science	RE	Geography	Music/Golden time alternating
2.45-3.00	Story time	Story time	Story time	Story time	2.35 Story time

EXPECTATIONS

Teachers expect all children to:

- Join every timetabled session, with all equipment required, on time and ready to learn
- Begin each call on mute
- Be present, visible and engaged in their daily learning
- Use the Assignments function to 'Turn In' any work – with a focus on written tasks and maths
- Inform a member of the Year 1 team if there are any issues with accessing any area of their remote learning
- Follow the teacher-led input for each session and then work independently on assigned tasks
- Remain in a Teams meeting if there are additional questions or any clarification needed for the learning being undertaken
- Re-join a Teams meeting and ask, if any further support if required
- Check in the Assignments tab for 'Lesson Outlines' and any additional documentation if they are unable to access the meeting for any/all of the lesson
- Try their hardest with their learning but always ask for support if they need it

Teachers will:

- Deliver lessons that, as close as possible, mirror the learning that is usually undertaken in school
- Teach live lessons throughout the day, with multiple opportunities for independent learning incorporated
- Remain within the Teams meeting for all live lessons for the duration of the timetabled lesson, for specific targeted support
- Continue to have high expectations for the learning outcomes
- Be mindful of the varied, increased challenges that individual children will be facing at home each day whilst undertaking their remote learning (e.g. internet connection or domestic distractions)
- Keep daily records of when pupils are present
- Contact and support parents if there are any concerns with their child's engagement in remote learning
- Continue to cover the National Curriculum objectives, where possible, as set out in our Curriculum Newsletter
- Upload all relevant resources and materials that are required for the daily tasks assigned
- Provide children with regular feedback on an individual or whole-class basis, as appropriate (this may take the form of verbal feedback in live lessons)
- Ensure that there is sufficient time provided for all children to engage in physical activity

Year 2 Remote Learning Timetable

Year 2 Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.00	Registration	Registration	Registration	Registration	Registration
9.15-10.00	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
10.00-10.30	Break	Break	Break	Break	Break
10.30-12	Literacy / Science	Literacy / Science	Literacy / Science –	Literacy/ Science –	Music with Miss Ambrose (1030-1115) PE - challenges
12.00 1.30	Lunch	Lunch	Lunch	Lunch	Lunch
1.30-2	Registration	Registration	Registration	Registration	Registration
2-2.45	RE	Topic (Humanities)	PE	DT	Golden Time
2.50-3.05	Story time	Story time	Story time	Story time	Story time

EXPECTATIONS

Teachers expect all children to:

- Join every timetabled session, with all equipment required, on time and ready to learn
- Begin each call on mute
- Be present, visible and engaged in their daily learning
- Use the Assignments function to 'Turn In' any work – with a focus on written tasks and maths
- Inform a member of the Year 2 team if there are any issues with accessing any area of their remote learning
- Follow the teacher-led input for each session and then work independently on assigned tasks
- Remain in a Teams meeting if there are additional questions or any clarification needed for the learning being undertaken
- Re-join a Teams meeting and ask, if any further support if required
- Check in the Assignments tab for 'Lesson Outlines' and any additional documentation if they are unable to access the meeting for any/all of the lesson
- Try their hardest with their learning but always ask for support if they need it

Teachers will:

- Deliver lessons that, as close as possible, mirror the learning that is usually undertaken in school
- Teach live lessons throughout the day, with multiple opportunities for independent learning incorporated
- Remain within the Teams meeting for all live lessons for the duration of the timetabled lesson, for specific targeted support
- Continue to have high expectations for the learning outcomes
- Be mindful of the varied, increased challenges that individual children will be facing at home each day whilst undertaking their remote learning (e.g. internet connection or domestic distractions)
- Keep daily records of when pupils are present
- Contact and support parents if there are any concerns with their child's engagement in remote learning
- Continue to cover the National Curriculum objectives, where possible, as set out in our Curriculum Newsletter
- Upload all relevant resources and materials that are required for the daily tasks assigned
- Provide children with regular feedback on an individual or whole-class basis, as appropriate (this may take the form of verbal feedback in live lessons)
- Ensure that there is sufficient time provided for all children to engage in physical activity

Year 3 Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.55-9.10	Registration	Registration	Registration	Registration	Registration
9.10-10.10	Maths	Maths	Wednesday Word (9.10 -9.30) Maths	Maths	Maths
10.10-10.30	Break	Break	Break	Break	Break
10.35-11.30	Literacy	Literacy	PPA Music with Miss Ambrose	Literacy	Literacy
11.35-12.30	RSE	Computing Wellbeing	PPA PE with Joe Wicks	RE	Emotional literacy (11.30-12.00) French (12.00-12.30)
12.30-1.30	Lunch	Lunch	Lunch	Lunch	Lunch
1.30- 1.45	Registration	Registration	Registration	Registration	Registration
1.45-2.45	DT	Geography	SPAG	Science	PE
2.50-3.00	Assembly	Story time	Story time	Story time	Story time

Year 3 Timetable

EXPECTATIONS

Teachers expect that pupils will	Teachers will .....
• Join sessions on time and on mute	• Deliver as close to a normal timetable as possible via live teaching throughout the day
• Understand the 'chat' part of Teams is only for messages from parents to the teachers. We do not expect to see any child sending messages on there.	• Have high but realistic expectations and be sensitive to any challenges faced with access to technology and broadband service
• Understand that only staff invite and admit pupils into meetings	• Keep a daily record of which pupils we have spoken to – endeavouring to speak to every pupil at least once during the day
• Submit work on time through Assignments or via photograph	• Contact parents if there are concerns regarding pupil engagement
• Engage with remote learning all day but that you let us know if there are any difficulties in doing so	• Where possible continue to deliver the topic and learning as set out in our Curriculum Newsletters
• For part of the session work independently and to the best of your ability just as you do in school	• Upload resources to assignments, along with the daily task outline by 8am so pupils can be prepared for the day
• Check in assignments for any resources needed for lessons and have them ready at the start of each session	• Deliver written feedback to one piece of written work a week and give oral feedback during sessions
• When in a meeting ensure you do not have a background applied	
• Raise your hand on teams, using the icon, when you want to speak	
• If ever a teacher loses connection and are no longer in the call children to leave immediately and access task instructions via assignments whilst waiting for teachers to return	

Year 4 Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.55-9.10	Registration	Registration	Registration	Registration	Registration
9.15-10.10	Maths	Maths	Maths	Maths	Maths
10.10-10.30	Break	Break	Break	Break	Break
10.30-11.30	English	English	English	PE/Music	French/English
11.30-12.30	RE	RE	Computing		
12.30-1.30	Lunch	Lunch	Lunch	Lunch	Lunch
1.30-1.45	Registration	Registration	Registration	Registration	Registration
1.45-2.45	PE	Science	History	English	Art
2.45-3.00	Story time Prayer	Story time Prayer	Well-being Prayer	Story time Prayer	Story time Prayer

Expectations....

Teachers expect that pupils will:

1. If you are able to attend the meeting/ online lesson, try your best to log in on time.
2. Be prompt to all lessons.
3. As soon as you are in the online lesson, mute your microphone.
4. Wait until the end of the introduction before you put your hands to ask a question.
5. Make sure you listen carefully to the teachers when we are explaining the task because we will not be able to answer every single question during each lesson.
6. The 'chat' part of Teams is only for messages from parents to the teachers. We do not expect to see any child sending messages on there.
7. Please do not use the background function when you are in a meeting.

Teachers will:

1. Get in contact with parents if a child is not engaging in online learning.
2. We will provide feedback as soon as possible to work uploading onto teams by the children.
3. We will provide instant verbal feedback to questions raised by the children in our lessons.
4. Ensure that resources and tasks are uploading to Teams the night before the lesson.
5. We will monitor any concerns or issues raised by parents and children.

Year 5 Timetable for Remote Learning

Day	8.50	9.10 – 10.10		10.35 – 11.30	11.45 – 12.30		1.30	1.40 – 2.45	2.45 – 3.15 in individual classes
Monday	Register	Maths	B	English Comprehension	Computing	L	Register	Art	Class reader/ Individual reading
Tuesday	Register	Maths	R	English	Relationships Education / Emotional Literacy	U	Register	P.E. – Joe Wicks/Cosmic Yoga or other physical activities	Year 5 Book Club
Wednesday	Register	Maths	E	English	R.E.	N	Register	Humanities	Wellbeing
Thursday	Register	Maths	A	English	Science	C	Register	Music *(alternate)*	P.E. – Joe Wicks/Cosmic Yoga or other physical activities *(alternate)*
Friday	Register	Maths	K	English	R.E.	H	Register	French *(alternate)*	Weekly Review and spellings

EXPECTATIONS

Teachers expect that pupils will …..

- Join sessions on time and on mute
- Use Teams and in particular the chat function on Teams for school work only
- Understand that only staff invite and admit pupils into meetings
- Submit work on time through Assignments or via photograph
- Engage with remote learning all day but that you let us know if there are any difficulties in doing so
- For part of the session work independently and to the best of your ability just as you do in school
- Check in assignments for any resources needed for lessons and have them ready at the start of each session

Teachers will …..

- Deliver as close to a normal timetable as possible via live teaching throughout the day
- Have high but realistic expectations and be sensitive to any challenges faced with access to technology and broadband service
- Keep a daily record of which pupils we have spoken to – endeavouring to speak to every pupil at least once during the day
- Contact parents if there are concerns regarding pupil engagement
- Where possible continue to deliver the topic and learning as set out in our Curriculum Newsletters
- Upload resources and assignments the evening before they are needed so pupils can be prepared for the following day
- Email the Daily Round Up to parents the evening before
- Deliver written feedback to one piece of written work a week and give oral feedback during sessions

Year 6 Remote Learning Timetable

Day	8:50 – 9:10	9:10 – 10:10		10:30 – 11:30	11:45 – 12:30		1:30 – 1:45	1:45 – 3:00	3:00 – 3:15
Mon	Register	Maths	B	Reading Comprehension	RE	L	Register	Humanities	Daily Recap / Prayer
Tues	Register	Maths	R	English	Computing	U	Register	Science	Daily Recap / Prayer
Wed	Register	Maths	E	English	RSE	N	Register	Music	PE
Thurs	Register	Maths	A	English	RE	C	Register	Art	Daily Recap / Prayer
Fri	Register	French	K	English	Maths	H	Register	PE / Wellbeing	Daily Recap / Prayer

EXPECTATIONS

Teachers expect all children to:

- Join every timetabled session, with all equipment required, on time and ready to learn
- Begin each call on mute
- Use Microsoft Teams in order to complete and submit the work assigned within the given timeframe
- Send messages using the *Posts* function that are related to the work being completed in lessons
- Use the *Assignments* function to 'Turn In' any work, either via an attached file or through their Class Notebook
- Be present, visible and engaged in their daily learning
- Inform a member of the Year 6 team if there are any issues with accessing any area of their remote learning
- Follow the teacher-led input for each session and then work independently on assigned tasks
- Remain in a Teams meeting if there are additional questions or any clarification needed for the learning being undertaken
- Re-join a Teams meeting and ask, if any further support if required
- Check in the *Assignments* tab for 'Lesson Outlines' and any additional documentation if they are unable to access the meeting for any/all of the lesson
- Try their hardest with their learning but always ask for support if they need it!

Teachers will:

- Deliver lessons that, as close as possible, mirror the learning that is usually undertaken in school
- Teach live lessons throughout the day, with multiple opportunities for independent learning incorporated
- Remain within the Teams meeting for all live lessons for the duration of the timetabled lesson, for specific targeted support
- Continue to have high expectations for the learning outcomes
- Be mindful of the varied, increased challenges that individual children will be facing at home each day whilst undertaking their remote learning (e.g. internet connection or domestic distractions)
- Keep daily records of when pupils are present
- Maintain a daily log of when each child is spoken to and encourage engagement regularly from all pupils
- Contact and support parents if there are any concerns with their child's engagement in remote learning
- Continue to cover the National Curriculum objectives, where possible, as set out in our Curriculum Newsletter
- Upload all relevant resources and materials that are required for the daily tasks assigned
- Provide children with regular oral feedback during live lessons
- Ensure that written feedback is provided for one piece of work each day, with a focus on extended writing tasks
- Ensure that there is sufficient time provided for all children to engage in physical activity
- Aim to maintain a fun and dynamic learning environment for all children!