

## **ST OSWALD'S CATHOLIC PRIMARY SCHOOL**

### **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?**

Work will be set on Seesaw by the class teachers. Children can also access the home learning section on our website which has links to many websites and activities which are age appropriate. Pupils can also access TT Rockstars and Numbots too.

### **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, we may block teach some of the foundation subjects and there will be some additional spelling and number activities. There may be more consolidation and practice activities in maths and the key focus for home learning (for the time being) is geometry, statistics, position and direction as well as consolidation from the Autumn Term. This will be reviewed and activities carefully selected so that pupils can access new areas of learning, in number, from home once the geometry, statistics and position and direction work has been completed.

### **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	3 hours
Key Stage 2	3-4 hours
Key Stage 3 and 4	N/A

## **Accessing remote education**

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

All children have access to Seesaw where work is set on a daily basis.

### **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:

Work set on Seesaw can be completed online, printed or can be completed on paper, photographed and then uploaded to Seesaw. We have free, data only Sim cards from Vodafone that parents can collect if needed and have free BT Wi-Fi codes for households which are within range of a BT Hotspot. We have a limited number of devices that will shortly be available for families to borrow. Where families do not have online access or a child has a specific need, paper copies of work can be requested by contacting the school office, either by phone on 01942724820 or by emailing enquiries@saintoswalds.wigan.sch.uk and these can be collected from school. This work can be returned to school so that teachers can give feedback and support where needed.

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

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

- daily lessons including a good morning video and pre-recorded videos and/or voice over explanations are set on Seesaw for individual classes. Powerpoint / Seesaw screens to guide pupils through the lessons. Attachments for pupils to write directly on via Seesaw or to print out and complete manually if available.
- Zoom catch ups twice a week for 15 – 30 minutes depending on the age of the pupils and one Zoom Celebration assembly.
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers).
- printed paper packs produced by teachers (e.g. workbooks, worksheets) where Seesaw cannot be accessed.
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- home learning section on school website with age appropriate links to websites and activities.

## **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 of our pupils to complete their daily work set on Seesaw and to return it, via Seesaw, to their teacher.
- We expect parents to establish a routine for their child that ensures work is completed daily. We understand that sometimes pupils cannot complete all work set but ask that the reason for this is messaged to the teacher via Seesaw. Primary age children may need some support to complete tasks but we encourage independent working wherever possible. Teachers have created videos to explain the learning to the pupils and give them examples and models to follow to support the learning as much as possible without being face to face with the pupils.

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

- Work will be checked and responded to on a daily basis. Where work is largely incorrect or below the standard we expect it will be returned to the child to be re-done. Advice will be given by the teacher in this event – this will be in written or verbal feedback, using the Seesaw function.
- Staff are keeping records of engagement, especially in the core subjects and have daily tick sheets to monitor the work being submitted.
- Where a child is not engaging satisfactorily with their work, a call will be made to the parent to discuss the reasons for this, in the first instance, by the class teacher. The class teacher may speak to the child if the parent is in agreement that this would be useful. In the event that engagement does not improve then a member of the SLT will contact the parent and the child. It may be necessary for the child to be given a place in school if the circumstances allow.

## **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 completed to a satisfactory standard on Seesaw will be approved. Some particularly good work may receive a like or a comment from the member of staff who is monitoring it.
- Pupils receive feedback daily from 9-4pm. Work submitted after this time is monitored the following day. This is in the form of verbal or written feedback via Seesaw.
- As the lessons build on from the previous day's work, particularly in English and Maths, pupils will access tasks to show their understanding and apply their understanding so that staff can assess the learning at regular points throughout the week. Pupils may also be asked to complete quizzes, spelling tests, access [spag.com](https://www.spag.com) (Y6) and [Maths.co.uk](https://www.maths.co.uk) (KS1 and KS2) in order to also monitor progress. Pupils will complete a weekly spelling test set by the teacher and scores will be submitted via Seesaw.

## **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:

- If provision allows and school views it to be appropriate, we will offer specific Vulnerable/SEND pupils the opportunity to access a place in school. If pupils have an EHCP, they are always offered a place within school, with their Key Worker. If pupils are in school, staff will ensure that First Quality Teaching Strategies continue to be in place in line with Covid 19 restrictions.
- In certain circumstances, further adaptations are made for our SEND pupils, such as providing parents with paper copies of the activities set on Seesaw or textbooks to complete.
- Class Teachers differentiate the activities set on Seesaw for children identified as SEND, assigning work for them within the year group in which the children are working within.
- If children require any form of specialist input, as recommended from other external agencies, staff will continue to provide this for the children. For example, if children require a sensory diet, staff will continue to organise activities to meet these needs.
- Mr Goulding will continue to liaise with other external agencies to implement Covid 19 secure recommendations.
- Mr Goulding (SENCO) liaises with all families to ensure that all barriers to learning are removed for our SEND pupils and they continue to make progress at their level. Mr Goulding will monitor the provision/delivery of remote education for pupils with SEND and ensure we are making learning as accessible as possible.
- Teaching Assistants and Teachers approve and give feedback to the work that pupils complete on Seesaw.

## **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?**

Work for pupils who are isolating will be largely the same as the pupils are doing in school and will be uploaded daily to Seesaw. Photographs of shared writing or video clips of input can be sent via Seesaw to support with the tasks. The work returned will be monitored and responded to rapidly so that the pupils can have feedback on their work and make any necessary alterations / improvements.