



**St Paul's Catholic  
Primary School**

This template is designed to help St Paul'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 Eggs, Reading Express, Maths Shed, Literacy Shed, Spelling Shed, 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, 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?**

Pupils will access online remote education through the Seesaw learning platform or 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:

Regular communication from the Head Teacher and class teachers, ensures that parents and carers are aware that the school are able to loan devices to families so that pupils can access online learning. The office email is used by parents to request devices and the Head Teacher and Deputy Head Teacher are responsible for the allocation of such devices, liaising in person with families as well as providing technical support.

Where access to internet connection or mobile data is a barrier to learning, the school can provide sim cards to support families.

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

Pupils receive feedback from their teachers each day when they submit their work on the Seesaw learning platform. Completed printed work can also be photographed and emailed to school or returned in person – this will be agreed with teachers and parents.

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

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

- Recorded live teaching or live teaching using the Seesaw platform or MS Teams
- Recorded teaching (e.g. Oak National Academy lessons, White Rose Hub, video/audio recordings made by teachers)
- 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

## **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.

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 welcome and encourage feedback from parents as to how effective the remote education provided by school, 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 you directly by phone or email if there are concerns about engagement. 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?**

General whole class feedback will form part of the morning message posted on Seesaw for all pupils.

Daily personal feedback may consist of work on Seesaw being 'approved' and/or 'liked'. Some feedback will include more detailed verbal or written comments and recorded voice comments, where necessary. Where appropriate, staff may release answer sheets or use automated marking systems to enable pupils to get immediate feedback. Where these have been used, teachers may not provide further feedback.

Pupils will receive general feedback during lessons through the live chat on TEAMS or verbal feedback. The focus on this feedback will be based on praising student engagement, identifying cause for celebration and correcting any misconceptions that may arise through the various learning tasks provided.

## **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:

- We will discuss any concerns by regular phones home. Just as we make reasonable adjustments in the classroom we will ensure that tasks set remotely are modified to suit the ability and resilience of your child.
- We will not place any additional pressure on families to complete tasks fully if this is having a negative impact on their wellbeing.
- We will provide individual feedback to help support with any misconceptions or difficulties. If additional practical resources are needed to support home learning these can be loaned from school. We will ensure any additional resources that we feel may be useful to your child are shared to individual children. This could include wellbeing activities to promote a positive mindset.
- We can provide support to specific children through engagement with external services such as Alliance and Future Steps.
- For our younger children such as those in Year 1 and Early Years, teachers will still use the Seesaw learning platform to provide remote education. Recordings from teachers with messages to the children about what they are learning today are provided. Links to Read, Write, Inc daily lessons with Ruth Miskin are uploaded as are White Rose Hub (maths) links. Focussed activities for learning across the whole of the curriculum are provided – some are links to website resources and some are practical activities.

## **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.