

**St. Teresa's Catholic Primary School – Our Remote Learning Offer**



## **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) and or individuals to remain at home.

At St. Teresa's Catholic Primary School, we recognise that Remote Learning will not look the same for each of our families. We are, however, offering a thorough support package of learning that we hope will encompass and cover the needs of all of our school families regardless of the situation and circumstances.

In recognising that we need to ensure that our provision meets the needs of ALL of our children and families in these times and periods of self-isolation and lock-downs, we have developed a 5 Phase approach, to ensure that all of our children receive access to Remote Learning, and that this is aligned as closely as possible to our in-school curriculum.

You can see this [5 Phase Model](#) here.

The information that follows outlines what our provision for each of the 5 phases will be, how we intend to support children/families to access online resources and what the expectations for both children and parents and carers will be.

### **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?**

A pupil's first few days 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 for an individual or a bubble.

This is covered by our Phase 1 and/or Phase 2 provision.

Phase 1 covers any short period (up to 3/4 days) whilst a child is awaiting the outcome of a COVID test (parent or sibling or other close contact). A work pack will be provided, that is aligned to the year group curriculum, with activities/tasks that provide opportunities for pre-learning/consolidation. Contact school to make us aware that a pack is needed.

Phase 2 covers an individual child who is now self-isolating at home due to having been in contact with someone who has tested positive for COVID-19, tested positive themselves or has been contacted by NHS Track & Trace. Work will be provided, directly aligned to what is being taught in class. This will be prepared by the class teacher. Contact school to make us aware that a pack is needed. Teachers will also offer email support or support via our online platforms.

(Please also see the section at the end of this document entitled:

*'Additional support for pupils with particular needs - Remote education for self-isolating pupils')*

## 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?

As stated above, Phase 2 work would be directly aligned to in-school learning ensuring that the child/ren do not miss out on any part of their year group curriculum.

In the event of a Phase 3, or whole bubble closure, children would then switch to work that would be provided, directly aligned to the year group curriculum, via online platforms for key stage one and two and early years, remote learning packs to be collected from school or dropped off by school for key stage one children and also supplementary printed materials packs for key stage two and early years available from school.

This would also apply in the event of a Phase 4 (whole school closure due to a further National lockdown). Under a Phase 4 national closure, we are providing stationery packs including exercise books and reading book packs. Early years and key stage one families are asked to return their packs on a fortnightly basis in order to return completed work and reading books, and to pick up new daily learning packs and new reading book packs. Lower key stage two reading packs are also to be returned fortnightly and new reading packs to be collected. Letters from individual teachers are to be found in initial work packs and via remote learning platforms that explain each remote learning situation and gives dates and details of collection points.



Our remote education concentrates most importantly on the subjects of English and maths as it does our curriculum in school. English and maths learning takes up the majority of learning time as these are the most central subjects which aid progression in other curriculum areas. Foundation subjects such as: religious education, history, geography, science, music, art, design technology, French, PE and PSHE are also given the appropriate allocated time and work delivered and set.

We teach the same curriculum remotely as we do in school with practical adaptations made where necessary.

## Remote teaching and study time each day

### How long can I expect work set by the school to take my child each day?

The DfE states that for:

Primary school-aged pupils:-

*"When teaching pupils remotely, we expect schools to:*

- *set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects*
- *set work that is of equivalent length to the core teaching pupils would receive in school:*
  - *primary: 3 hours a day, on average, for Key Stage 1 and 4 hours for Key Stage 2 pupils."*

## **Accessing remote education**

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

Our early years online platform is 'See-Saw' and our key stage one and two on-line platform is Microsoft 'Teams'. Full details of how to access these platforms are provided by letters and help-to guides in letters sent out in our initial packs and also via letters sent out via our school App.

### **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:

- Contact the school office as we have a number of laptops and tablets that we can lend and issue to pupils.
- See the school App for information as to how internet providers can assist with providing extra wi-fi and internet provision.
- Contact school if you have difficulties supplying internet connection to enable remote learning packages.
- We provide the collection on a fortnightly basis of a learning pack containing all necessary printed materials.
- We provide on a fortnightly basis a drop-off where pupils return work to their teachers and new work packs are collected.

# How will my child be taught remotely?

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

In the first instance please see letters sent home which explain exactly the timetabled content of each key stage and our early years remote learning plan.

In a Phase Three or Phase Four situation: -

Key stage two have live on-line lessons via Teams throughout the course of the school day which are in line with year group curriculum expectations. Children are set into classes that are appropriate to their learning needs and timetabled live lessons are delivered by class teachers. Learning is delivered and tasks set throughout the course of the lesson. Work is either submitted back via Teams or feedback given throughout the course of the session. In the event of staff sickness, where pupils are unable to access other live lessons then work assignments will be uploaded and work packs provided as necessary.

Key stage one children have work packs containing very detailed plans that give a daily lesson by lesson content for each subject covered that day. Printed work is organised with dates attached and follows a structure of progression that is in line with year group expectations. Completed work is returned to school each fortnight and new learning packs are collected from school. Key stage one children also have a daily contact lesson with a key stage one teacher via Teams.

Early years children have printed work packs and also learning set via See-Saw. Completed work is returned to school each fortnight and new learning packs are collected from school. Early years children also have a daily contact lesson with an early year's staff member via See-Saw.

Supplementing all of this is learning set on Timetables Rockstars, Lexia and NumBots. Our key stage one and early years information provides clear links to phonic teaching via 'Ruth Miskin's Read Write Inc' channel on YouTube. Key stage one information also gives clear links to White Rose home learning demonstrations which supplement the maths work which we set.

	Maths	Phonics Sound	English	Afternoon Session
Monday 18.01.21	Number Counting in twos, Multiplying by 2, 5 and 10.	Set 1 - io Set 2 - ie Set 3 - ee	Punctuation Using question marks and asking questions.	RE Using the picture write about where the people are going and what they are doing.
Tuesday 19.01.21	Number Counting in fives, Multiplying by 2, 5, and 10.	Set 1 - c Set 2 - ill Set 3 - ow	Grammar What is an adjective? Adjectives are describing words.	History Explore the location of castles in the UK. Add arrows and labels to the map to show where they are located.
Wednesday 20.01.21	Number Dividing by 10, Counting on in 10 to find the answers.	Set 1 - k Set 2 - oy Set 3 - ai	Spelling Adding -ed, -ing and -er to the end of words.	Science Exploring the sense of taste. Try different foods and write them in the grid to describe their taste.
Thursday 21.01.21	Number Dividing by grouping. (Drawing circles to share.)	Set 1 - u Set 2 - ay Set 3 - ee	Write about the picture. Remembering to include the correct grammar and punctuation.	Art / DT Build a model castle from things in your house - cushions, legs, biscuits, etc. It would be great if you could send me a picture!
Friday 22.01.21	Number Solving word problems by dividing.	Set 1 - b Set 2 - ee Set 3 - oo	Reading Comprehension Read the text and answer the questions about it.	PE YouTube - Let's Up 21 (Video Game Workout For Kids) Music Create rhythm patterns by using shapes and actions.

Thursday 23<sup>rd</sup> January  
Remember to use:

Monday 18<sup>th</sup> January  
Learning Task 2  
RE: Remember the different parts of some stories in the local  
national and historical stories.

Watch the picture of the people and their place in which  
the story starts and think about the at the back of this sheet.

Monday 19<sup>th</sup> January  
RE: Remember punctuation as reported earlier.

## 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?

Staff will expect key stage two pupils learning remotely to:

- Be present on live lessons throughout the course of the day wherever possible.
- Make their best efforts to complete work to the deadline set by teachers.
- Seek help if they need it, from teachers or teaching assistants.
- Alert teachers if they're not able to complete work.
- Follow the 'Rules for Children' in the Remote Learning Packs sent out.

We expect key stage one and early years pupils learning remotely to:

- Be present at the timetabled live sessions each day as detailed in the letter sent to parents and carers.

Staff can expect parents with children learning remotely to:

- Provide a quiet place with a work surface for your child to work.
- Read through information and guidance from your child's class teacher; and with key stage two children ensure that children access their live lessons on time; are respectful to staff and class mates; and that children make their best efforts to complete work online. Where children cannot access the live lessons, parents should ensure that children access the recorded version of the lesson at an appropriate time.
- Follow the 'Tips for Parents/Carers' in the Remote Learning Packs sent out.
- Make the school aware if their child is sick or otherwise can't complete work (for school records).
- Seek help from the school if they need it, including informing staff/school if they are unable to access the 'remote learning provision'.
- Be respectful when asking questions and or concerns known to staff and stick to times given to speak to staff.
- Collect and return work packs as informed by letters sent out from class teachers and if this is not possible let the school know so we can assist with this.



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

Each teacher, alongside their provision of learning materials or live lessons provides a clear expectation of how and when work should be submitted. This could be via an online platform or the returning of physical work to school via the systems explained in letters sent home. Staff will be monitoring this. Registers of attendance are taken for live online lessons and unexplained child absences are followed up with phone calls home. If key stage teachers two find that children are not submitting work, parents will be contacted and a discussion around this will take place. Where key stage one and early years work is not returned or submitted, this will be discussed in the weekly welfare phone calls from staff.

Key stage one staff and early years staff will make weekly welfare and well-being calls for children working at home and all staff have given parents their email addresses so that they can be contactable over any concerns.

## **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:

Staff at St. Teresa's will provide feedback on learning via immediate live lesson formats, quizzes, remote marking, comments on work, comments on online platforms, responses to work submitted and comments on work returned to name but a few.

Photographs of work and assignments can be uploaded onto Teams and See-Saw as directed. Key stage one learning packs provide answers to questions for immediate feedback where necessary.

## **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 recognise also the additional support needed to be given to our youngest pupils. 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 our Phase 4 guidance of a national or local lock-down period: -
- We will ask families how they would like us to support their children with additional special educational needs – if parents would like their child to attend school during a lock-down period this would be fully supported.
- Children in key stage two delivered live lessons according to need and ability.
- Children in key stage one and early years provided with tasks and printed materials that are suited to the needs of the child.
- Catch-up contacts made to ensure engagement and interaction and to offer any required further support
- Provision of materials specifically tailored to the needs of the individual child/ren (this could be workbooks, additional printed packs, loan of a device, visually impaired produced materials, etc.).
- For those children who are clinically extremely vulnerable or who have family members who are clinically extremely vulnerable, our phase 5 guidance, we will offer a bespoke learning package to meet the needs of the children in these situations.
- Our youngest children have been provided with learning packs and tasks that explain daily remote learning expectations and provide printed copies of resources to be used. We realise that our youngest children will need support with these tasks and ask you to support your child as much as you are able to.
- Teachers and staff are always on-hand to help clarify and support with any further support or guidance needed. Parents and carers have staff email addresses, or can contact staff via on-line learning platforms or raise questions or queries in our phone calls home.

## **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?**

Our Phase 2 provision covers an individual child who is now self-isolating at home due to having been in contact with someone who has tested positive for COVID-19, tested positive themselves or has been contacted by NHS Track & Trace. Work will be provided, directly aligned to what is being taught in class. This will be prepared by the class teacher. Class teachers will ask for work to be collected or if necessary school can drop of work. Children will be asked to upload completed work to Teams or emailed to class teachers or returned to school depending on the age of the child.

Further to this, teachers may offer the opportunity, as appropriate, for children to join in with in-class learning via Microsoft TEAMS live lessons. Younger children may access additional learning tasks via the See-Saw on-line learning platform.