



## **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.

In the current National Lockdown (January 2021) St Thomas More are currently providing on site learning to 42% of the school community. Google Classroom is being used in school as well as the platform for remote learning at home.

### **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?**

In the case of a child having to learn remotely from home, they will leave school with a pack of work and reading books. Children will have immediate opportunity to continue their learning. Work packs will also be delivered if needed.

Work packs should be basic skills work that would be relevant at any stage of the year i.e. arithmetic, spelling, reading, writing (with a visual prompt) and handwriting.

In the case of whole cohort isolation, additional resources will be uploaded to Google Classroom and priority children will have packs delivered.

Teachers will schedule a Zoom meeting with parents for the following day (after isolation). In this meeting the teacher will discuss the remote learning arrangements and expectations. Teachers will also share a timetable of learning – this will consist of core subject lessons, a non-core lesson and a whole class reading session per day. This will include the delivery of some live sessions via Google Meet with the class or Zoom.

## **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. Within all plans, teachers will set appropriate work in-line with our current curriculum, and will upload teaching powerpoints, some pre recorded, to support the tasks set. The learning and work will also be supplemented by a range of resources provided by Oak Academy, BBC Bitesize, RWI Phonics and White Rose Maths.

Children will remain in contact with their Classteacher through Google Classroom, daily Google Meets, Twitter & Class Dojo (to share successes and communications).

Oak Academy and BBC Bitesize have been selected to support remote learning for a number of reasons. The Oak Academy lessons are in-line with our teaching ethos – they encourage the use of retrieval practice, explicit teaching with high quality modelling, and the use of deliberate practice. The online lessons are free to all and offer a recorded taught session so that the children can access physical teaching from a teacher and then access work relating to that lesson within the same website. There are also hundreds of lessons specifically aimed at children with SEND needs and requiring additional support. Classteachers are to use the lessons in the classroom so children are familiar with the platform.

White Rose Maths resources will be used as they are matched to our current maths curriculum model. Children are very used to seeing these resources. Class teachers will also use some of the videos in class so that the children are familiar.

Numbots, and TT Rockstars will all be utilised to support the acquisition and retention of basic core skills.

Google Classroom and Google Meet will support school in offering online learning with the opportunity for the children to communicate with their teacher through live video session. Zoom may also be used for specific sessions.

Emails, Class Dojo, Twitter and Google Classroom will remain in use as the communication element has already proved to be invaluable. Class Dojo is used across the school so that teachers and parents will be able to message one another to share information and offer support. The Class Story page will offer the chance for teachers to pass important information, whilst Twitter will be to celebrate children's work and maintain our school community.

## 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	Learning through play-based activities Daily session with class teacher
Key Stage 1	3 Hours Including a daily Google Meet
Key Stage 2	4 Hours Including a daily Google Meet

We will set a timetable for each week of the planning activities that have been posted on Google Classroom. The timetable is intended as a guide only and should be used to best suit the family circumstances, as at St Thomas More we are very conscious of different family situations and many parents working from home.

## Accessing remote education

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

All across school we use Google Classroom as our Online Platform. All children in school have an account for this. We will also utilise Google Meet for daily online live sessions and Zoom for specific sessions.

Google Meet will be used daily to maintain the social and wellbeing of the children within each class.

## **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:

We encourage all parents to contact school if they have any issues with devices or connectivity. School will also be contacting parents where children have been identified through of daily engagement tracking.

When a barrier to learning is identified we will support where ever possible by

- Lending devices alongside a Home School Device Agreement
- how you will issue or lend devices that enable an internet connection (for example, routers or dongles), and where parents or carers can find more information
- Providing printed materials to those who do not have online access or are struggling to access the work online. Paper packs of work with be swapped on a weekly basis.

## How will my child be taught remotely?

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

Using Google Classroom, the Classteacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child/ren. Following feedback from KS1 parents, learning materials for the week will be uploaded for that key stage.

Each class will have a daily Google Meet to go through the work of the day and to discuss any work from the previous day. The Meets will be timetabled across the day for different Key Stages to avoid clashes for siblings.

On Google Classroom the teacher will assign work for each day, in a range of different subjects. The due date for each assignment will be the end of that week. All links will be shared via Google Classroom

Different remote teaching approaches will be used, including live daily Google Meets, live sessions, teaching PowerPoints, some recorded and links to appropriate recorded lessons from White Rose Maths, RWI Phonics, Oak National lessons or BBC Bitesize. We will also use printed packs and resources and project work linked to the curriculum theme of the term.

Children will be able to complete work online on Google slides and Google Docs or write answers in exercise books.

For non-core lessons, resources will be uploaded to Google Classroom and where possible web-links to appropriate support materials will be shared. This will often be through Oak National / BBC Bitesize using lessons that link to St Thomas More RC Curriculum. When appropriate, we will also use links to Kapow Education for DT and Computing

Links to additional learning sites will be provided each week.

Time will also be scheduled for the children to watch an assembly. This will encourage children to keep working, celebrate successes and promote a togetherness.

Completed work should be photographed and uploaded to Google Classroom. As work will be assigned it will also need to be 'Turned in' or 'Marked as Done'. Teachers and Teaching Assistants can then review the work completed and ensure that the following day's lesson addresses misconceptions etc. Feedback and queries can take place throughout the day using Google Classroom. As all teachers and teaching assistants have access to Google Classroom, it may not necessarily be your child's class teacher who gives feedback.

Adults will be available on Google Classroom throughout the day to support with learning and to help answer questions about work.

Class Dojo points will be awarded to children to encourage and motivate them whilst taking part in remote learning. Parents will be able to see this via the Class Dojo app.

Parents will be able to communicate to teachers through Class Dojo and Teacher email addresses.

## 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 that all families to fully engage with the remote learning although are very aware of the need for this to fit with family life.

A timetable of the days lessons will be provided as a guide of sessions to complete but this is to be flexibly used to fit in with life at home.

We encourage all parents to contact school with any concerns via the usual routes of phone calls, emails, and class dojo so that we can work together to overcome any barriers

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

In school we track daily the engagement of all the pupils using a range of different ways. Attendance on Daily Meets, Comments of Google Classroom, work submitted on Google Classroom, contact on Class Dojo, emails and work celebrated and shared on Twitter.

If we have concerns, school will call and together we will help and aim to improve engagement

### 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 on Google Classroom will be assigned for each subject. When work is completed the work needs to be 'Handed in', 'Turned in' or 'Marked as Done' this allows for work to be send just to the class teacher. This work will be looked at and marked inline with a Marking and Feedback policy.

The daily Google Meet will also be an opportunity to give feedback and discuss misconceptions.

As all teachers and teaching assistants have access to Google Classroom, it may not necessarily be your child's class teacher who gives feedback.

Feedback may come in the form of a typed message or a voice note.

Answer sheets will also be provided so that children can self mark their work as they would do in the classroom.

We will still encourage the children to post work onto the stream on Class Dojo – especially work that they are the most proud of.

We will continue to award Stars of the Week – for those children in school and learning remotely to share in the celebrations of their hard work.

## **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:

For those children with an EHCP we will encourage their attendance in school on site. Where this is not possible a personalised timetable will be arranged in agreement with family to ensure continuity of learning and specific targets.

For other children with specific needs - support will be arranged on a one to one basis but may take the form of additional differentiated resources, daily phone call of tasks, additional support to parents and contact with outside agencies.

## **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?**

Using Google Classroom, the Classteacher will upload worksheets the day before to allow parents to see the learning materials prior to supporting their child.

The teacher will decide what materials are most appropriate for the individual child.

If teaching input is required for core lessons, the teacher can either direct the parent to a relevant Oak National taught session or BBC Bitesize.

## Support for the Well Being of our pupils

We believe that the well being of our pupils is of the utmost importance. We will hold daily Google Meet so that the children have a chance watch day to be able to keep in touch and to see their friends.

**We will post Well Being Activities on Google Classroom each week**

We will continue to award dojo points throughout the week and award star of the week at the end. We will continue to award pen licenses.

Contact will the Learning Mentor be maintained with families and specific resources for identified children