St Gregory's Catholic Primary School

Remote Learning Guidance

January 2021- Mr D Darbyshire

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 if 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

What should my child expect from immediate remote education in the first day or two of pupils being sent 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. Pupils will receive 2 days' of year group specific ready-to-go work in case of sudden closure of year group/ school – this will include: key concepts for spelling/reading, maths, English, RE, Science and foundation subject lesson plus a Physical activity/wellbeing activity.

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. We will often need to adapt our subject curriculum when doing so remotely as some subjects are hard to teach remotely. When we do this, we will focus on the basics and consider the most important knowledge and concepts that pupils needs to know and focus on those. In the event of teacher sickness or absence, our remote learning will be adjusted. The children will be directed to Oak Academy for English, Maths and two foundation subject areas by The Leadership Team. Upon return the teacher will conduct an assessment to see if there are any gaps for planning going forward.

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	Up to 3 hours a day
Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

Accessing remote education

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

Parents can communicate daily with teachers via: Class dojo.

Reception children are using *'Class Story'* via *Class dojo*. Daily work is set with three challenges, English, Maths and one other area of the curriculum. Ever week story time is created with a teacher video. All work completed is uploaded to portfolio.

(KS1 and KS2)

All work will be set up on Seesaw. Three daily lessons are created one English, one Maths and one other area of the curriculum. Class teacher marks the work with both verbal and written comments.

Teacher sends out a weekly video setting the tone of the week and explaining what is expected that week.

Optional extra work is on:

Purple Mash

Mathletics

Times tables Rockstars

BBC Website

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:

- If resources allow, school will share iPads and laptops with internet access to pupils. If this is something which may help you, please get in touch with the school office.

- If you do need help with internet connection in your home, please get in touch with the school office where we can point you towards schemes such as: Get Help with Tech https://get-help-withtech.education.gov.uk/

- Pupils can have access to printed materials if needed, should they not have online access and all pupils have been issued exercise books to use at home to support learning too.

- If an issue arose, pupils can submit work to their teachers if they do not have online access.

How will my child be taught remotely?

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

	Programmes to use:	Routine in place:
Classes of self-isolating pupils:	Seesaw Class dojo	. • Daily communication via online platforms. • Teach a planned and well-sequenced curriculum delivered by daily lessons using the means: Seesaw or Class Story (EYFS). Daily lessons will include: x1 phonics/reading, x1 English, x1 Maths, x1 Come and See, Science or Foundation subject, x1 Physical activity or PSHE/wellbeing. • Provide recorded or live direct teaching time once a week and time for pupils to complete tasks and assignments independently, and will be as a minimum: - EYFS: Up to 3 hours a day - Key Stage 1: 3 hours a day - Key Stage 2: 4 hours a day

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?

Expectations of the children	Expectations of the parents
Engage with remote learning daily • Complete all work set daily • Ensure work is completed to the same standard as when in school – work of the same quantity and quality • Take responsibility for my own workspace and for myself • Organise myself to follow my timetable • Show appreciation of my family	Devise a timetable for the day at home with your child • Support the school in what they are asking your children to do for home learning: school and you are trying to give the children the best education that they possibly can in these circumstances. • Support children accessing the device but allow children to work independently once on task. • Communicate regularly with school staff – we understand it can be difficult/sometimes seeming impossible to complete the work set, please liaise with school if this is the case.
Behaviour expectations of the children	
• Show respect to peers, school staff and family at home. • ***Nothing But The Best Will do!*** • Ensure comments and feedback online is appropriate and respectful • Good behaviour will be reinforced with Dojos. The behaviour procedure will also be used in the event of these things not taking place. Weekly certificates/postcards will be sent home for good work.	

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

Via the online digital platforms, staff will feedback and check pupils' engagement with remote education on a daily basis by maintaining a daily register of participation.

In the instances where engagement may be a concern, teachers will take the following actions to work with families to rapidly identify solutions:

1. Communicate with the child via the online platform (UKS2)

2. Inform parents and carers via class dojo – ask if there are any possible solutions to problems they may be having at home regarding the remote learning

How will you assess my child's work and progress?

Assessment and feedback will take many forms when using our digital platforms. It may done through: giving written feedback and comments, using emoji's, quizzes, voice recordings or marking up work. Using the digital platforms.

Pupils will receive daily and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback. The teachers will then be able to use this to assess children's knowledge, ensuring teaching is responsive to pupils' needs and addresses any critical gaps.

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:

SEND:

First and foremost teachers will plan and differentiate learning so that all children, including those with SEND are able to continue to make good levels of progress. We will collaboratively work with families, putting in place reasonable adjustments as necessary for the individual child, so that pupils with SEND can successfully access remote education alongside their peers.

These adjustments may include: differentiation, advice from SENDCO/other agencies and further check ins. Many types of services our SEND children often have access to including: specialist teacher, counsellor, SALT may be available to be accessed remotely and as a school we will endeavor to continue these supportive relationships, where possible.

In the case of children with an EHC plan, we will encourage these children to be in school for key worker sessions. Younger Children We recognise that younger children in Key Stage 1 or EYFS often require high levels of parental involvement to support their engagement with remote education, which makes digital provision a particular challenge for this age group. We therefore do not expect that solely digital means will be used to teach these pupils remotely. Much of their work may be set by challenges and creative means.

Vulnerable Children In the case of vulnerable children we will encourage these children to be in school for the restricted attendance school sessions.

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?

	Programmes to use:	Routine in Place:
Individuals or self-isolating pupils:	Seesaw Class dojo Class Story	• Daily communication sent via class dojo. • Weekly video or voice lesson introductions to learning. • Lessons will include a minimum of: English, Maths and one foundation subject area and/or Come and See/Science. • Worksheets and activities set by class teacher following on from video or voice introductions taught and delivered via

		feedback via Seesaw or Class Story (EYFS).
		• Office will highlight in register, which children are self-isolating so teachers are aware their learning needs to be remote.
		• Pupils will receive timely and frequent feedback on how to progress, using digitally-facilitated or whole-class feedback where appropriate.