

**St Joseph's Catholic Primary School, Worcester**

***'following Jesus in all we do'***



## **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**

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?**

- Communication via the school website, text message and email.
- Home learning available on the website for Keystage 1 and through Teams for the Keystage 2.
- Where appropriate working packs will be provided and necessary resource such as work books.

#### **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, it may not be possible to teach practical circuits in Science remotely so the theory and knowledge may become the focus instead. The practical element will then become a priority upon returning to school.

## 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:

Primary school-aged pupils	At least 3 hours in Keystage 1  At least 4 hours in Keystage 2  In some circumstances there may be more provided to enable children make choices about their learning.
Secondary school-aged pupils not working towards formal qualifications this year	
Secondary school-aged pupils working towards formal qualifications this year	

## Accessing remote education

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

Preschool – Through Tapestry  Reception and Keystage 1 – Work is set on the school website and parents send work in via Tapestry.  Keystage 2 – Work is set and returned using Microsoft Teams  Paper packs are available for families who lack devices and/or internet access.
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## **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:

In this section, please provide high-level information (where applicable, and ensuring parents know how to contact the school for further details) about:

- Contact the class teacher to request paper packs of home learning. These can be collected weekly and will mirror the online learning.
- Requests for devices can be made through class teacher emails or contacting the main office by phone or email.

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

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

These are the approaches to teaching approaches that we have adopted:

- Live teaching (online lessons) – In Keystage 2. This approach has also been adopted by Keystage 1 for small group interaction, story time and 1:1 reading.
- Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – This approach has been used in Keystage1 so that the resources can be accessed at any time with a little adult support. In Keystage 2 this approach has been adopted for specific subjects such as Whiterose Maths.
- Where suitable printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Where necessary textbooks and reading books pupils may be supplied to enable children to continue to make progress.
- Where suitable 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?

In this section, please set out briefly:

- Expectations for pupils' engagement with remote education are clearly laid out on each Year group page.
- Pupils in Key stage 1 – parents should support their child to complete at least 3 hours across 3 different subject areas a day.
- Pupils in Key stage 2- parents should support their child to complete at least 4 hours across 4 different subject areas a day.
- Parents should ensure that completed work is sent via Tapestry and Teams daily.
- Parents should contact the class teacher if they are having any difficulties accessing the work, their child is struggling or they have any feedback.

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

In this section, please set out briefly:

- Every piece of work will be acknowledged by a Teacher or TA.
- Teachers will keep weekly records of who is submitting work. Consistent absent work will be followed up by the teacher via email or telephone.
- Consistent concerns will be escalated to member of the leadership team.
- Teachers will be available from 9:00am – 3:00pm via email and teams to respond to any queries or 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:

- All work will be acknowledged and children will receive detailed feedback in Maths and English, with next steps and editing requests made weekly.
- Your child will receive feedback from a teacher in the form of written next steps, a video clip to watch or an invite to a live lesson to revisit any key concepts.
- Any misconceptions in any subject will be addressed.

## **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:

- Where possible SEND children have been offered a school place to ensure that they are able to make progress in line with their peers. In school, provision has been adapted for these children to ensure they are able to access work at their ability level whilst still accessing a progressive learning sequence.
- Children who receive 1:1 support continue to do so through accessing onsite provision or online.
- For younger pupils in KS1 we have recorded lesson inputs with modelled examples so that parents can re-watch and revisit concepts if they wish. It also enables parents to carry out the activities at a time which suits their work schedule.
- Children with speech and language accessing onsite provision continue to have speech and language intervention at least weekly. Other children are set work to complete in line with their speech and language by speech and language TAs through Tapestry or in a paper form.

## **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?**

If your child is self-isolating and we not in a 'lock down' situation then they will access isolation home learning through the 'isolation' button on their class page. In there will be a sequence of learning which is line with what they would be covering in school. They are to submit work through Tapestry (KS1) and Teams (KS2) or by returning paper packs. If appropriate, they may be invited to live teaching sessions to access specific learning, address misconceptions or enable pupil interaction.