



St Peter's Catholic Primary School

# Remote Education Information

January 2021

## **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?**

On notification of a full school closure then the school will revert to remote learning for all of the pupils. Pupils who are onsite will be supervised to access this by school staff. Parents will receive a communication of the intention to close school immediately. If still in-line with Government guidelines, children on the critical key worker/vulnerable register will be invited into school on the first day of closure. Where guidance or circumstances have changed, or families are new to St Peter's, then an application can be submitted to be considered for a place in school. In order to process this information places would be allocated up to 48 hours after the closure. Parents should ensure that their child has access passwords for the Seesaw app.

The majority of children will access remote learning from home. If a family has difficulty in accessing devices and/or internet data, they should contact school in the first instance. During the first day of the school closure, activities will be posted for your child which support reinforcement of objectives recently covered in lessons. The class teacher will be working off line to prepare further teaching content, as planned activities will need to be adapted to suit remote delivery. Work submitted will be marked at the end of the day.

## **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 may make some adaptations in some subjects. For example, where the topic requires specific resources. The order of topics taught in some subjects may be altered, although full coverage of all areas of the curriculum will still be taught over the academic year.

## **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	EYFS: 2-3 hours content
	Key Stage 1: 3 hours content
	Key Stage 2: 4 hours content

## **Accessing remote education**

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

Seesaw is used as the main remote learning platform. Zoom will be used for live conferencing sessions.

### **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:

To enable access to remote learning, the school has a small number of devices which can be loaned to families. An agreement document is to be signed and devices collected by arrangement from the front office.

Under the Department for Education's "Get Help With Tech" scheme, children in year's three to 11 (ages seven to 16) whose families don't have broadband access, and who can't afford to buy additional mobile data, may be able to get free data from their mobile provider via school. To qualify for free data under the Get Help With Tech scheme, the following requirements must be met: The child does not have fixed broadband at home. The child or their family can't afford additional data for their devices. The child is experiencing disruption to their face-to-face education. The child or someone in their household's mobile provider needs to be taking part, although any mobile user within the child's house can sign up to the scheme - it doesn't have to be the child. If you meet the above requirements you need to contact the school directly rather than the mobile operator or the Department for Education. To make the request to the school, the following information will also be needed: The name of the account holder: The number of the mobile device: The mobile network of that device. Other help offered by the scheme includes 4G wireless routers provided by the Department for Education.

At St Peter's we firmly believe that remote learning is best delivered via the online platform. This allows not only for content to be accessed in real time, but also is an essential means of providing timely feedback. The benefit of children accessing online also supports teachers in gauging the level of pupil engagement. Therefore printed materials will not be produced without a discussion with parents. Arrangements for this would be made on a case by case basis.

## How will my child be taught remotely?

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

In this section, please list the range of approaches you use to teach pupils remotely.

As part of this list, schools may wish to indicate the extent to which they are used, and subjects and key stages these approaches are used in, if there are differences.

Some examples of remote teaching approaches:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed activities posted on the learning platform to download or amend online (e.g. 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
- long-term project work and/or internet research activities (as per the schools full opening guidance, schools are expected to avoid an over-reliance on these approaches)

## **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?**

Pupils should complete the set activities each day. They should attend live sessions when directed, and also make use of 'drop in' sessions, if they need further clarification. Pupils should complete activities to the best of their ability, and check it carefully before submitting. They also need to reflect and act on the feedback comments made by their teacher. Pupils should seek to make improvements/ review corrections before re-submitting their work. They should use the Seesaw as means of communicating questions with their teacher. Pupils should treat the remote learning day as they would a day in the classroom. We encourage the children to work as independently as they can, only asking for support from parents after trying other strategies to get help first.

We recognise that remote learning from home is challenging for parents, particularly when trying to work from home. These demands will be greater with younger children.

Teachers will where possible, set tasks that pupils can access independently, however we would ask that parents support in setting up routines, so that children complete all the learning activities, are reminded to attend live sessions and take regular breaks. A brief discussion about each activity would be beneficial in that it reinforces the child's understanding and keeps them focused.

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

The children's engagement with learning will be monitored daily. Responses that are posted on Seesaw and attendance at Zoom sessions, will give an indication of this engagement level. If a child is not engaging well, then teachers will contact parents to check on their wellbeing and offer support.

### **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:

The Seesaw learning platform will be monitored throughout the working day by the class teacher. Work submitted will be marked and feedback given that working day. Work submitted after 4 pm will be marked on the next school day. Teachers will use the schools marking and feedback policy to inform next steps for children. Task outcomes and pupils responses, will used by teachers to inform assessment judgements.

## **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:

Work set on Seesaw will be differentiated where appropriate. It should therefore be possible for your child to access the learning with minimal support. Your child will be encouraged to attend daily 'drop in' sessions to help with this. Children with SEN who are in school are supported by a teaching assistant to access the curriculum content.

In order to support families with younger children (Reception/Year 1) the teacher creates content that is engaging e.g. live videos of herself explaining new ideas, short varied activities. There is an open communication via Seesaw for parents to ask for advice and feedback. Pupils' responses can be shared as voice recordings, videos and photographs.

## **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?**

Those pupils who are required to self-isolate will use Seesaw to access learning activities, which will reflect the content of those that are being taught in school. The teacher will be off-line and will provide feedback at the end of the school day.