St Mary's RC Primary School

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.

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 the first day of a bubble or whole school closure, basic skills practise will be uploaded to Microsoft teams whilst teachers adapt their learning for the following day. On the second day of a closure, work will be uploaded to Microsoft teams and where possible live meetings will begin to take place.

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.

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:

Key Stage 1	3 hours

Key Stage 2	4 hours

Accessing remote education

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

We are using Microsoft Teams. Each parent has been sent their child's individual log in to this learning platform. We will also use supplementary online resources such as Oxford Owls, Purple Mash and TTRockstars. Again, each child should have their log in details for these resources and if they have been lost, the parent can contact their child's teacher directly to obtain their child's log in details.

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 have a limited number of laptops available for children who do not have access to technology at home. These can be requested through their child's class teacher and then collected via the school office once arranged and set up for home use.

- Parents who have no internet access or require help with additional data can again contact their child's class teacher to arrange routers to be ordered or data cards collected.

- Should a child need access to printed work, they would contact their child's class teacher via their direct email to discuss what is needed and suitable time to collect.

- Children who are accessing paper based work can hand in their work weekly when they collect their next pack and it will be checked by their class teacher. Any feedback can be given via email or telephone.

How will my child be taught remotely?

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

- Live meetings where information will be given about the day and work can be shared/marked as a group.

- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)

- printed paper packs produced by teachers (e.g. workbooks, 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

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 are that each child attends the morning and afternoon live meetings with their class teacher and engages with at least ¾ hours of work set on Microsoft teams. Parents to help in setting routines to support their child's distance learning and communicate with class teacher via phone, Teams or direct email with any queries and to share their child's work/successes.

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

- Teachers will check work handed in online daily
- A help channel will be available for children/ parents to ask questions during school hours and support will be provided

- An email would be sent in the first instance if a teacher had concerns about their child's engagement. Phone calls or a home visit may be made if no contact has been made and no evidence of engagement with the work set.

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:

We will assess children's work in many different ways:

- Verbal comments during live meetings
- Written comments in response to work sent either via email or on Microsoft teams
- Quizzes
- Games where scores and answers are given instantly

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:

Teachers will be in regular contact with parents whose children have SEND needs to work together to decide on the best approach for their learning at home.

Tasks and timetables may differ from that of their peers or individual channels may be created on team to support the pupils access their learning.

For pupils with a Teaching and Learning Plan, wherever possible, work will be set to meet the targets within them and teachers or TAs will try and organise some one-to-one, or small group, live or pre-recorded sessions to support these targets should they be able to, or comfortable with, accessing learning via remote devices.

Additional scaffolding materials such as prompt sheets or step by step cues will be provided for pupils who needs additional support.

Some pupils may be set alternative activities on other carefully monitored platforms that are more tailored to their needs and academic ability such as IDL literacy and numeracy.

If it is felt that accessing work online is not appropriate for an individual child, paper based learning activities will be provided containing targeted material for each pupil.

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?

Work will be uploaded to Microsoft Teams daily or via email for them to complete as they would in a whole school closure.