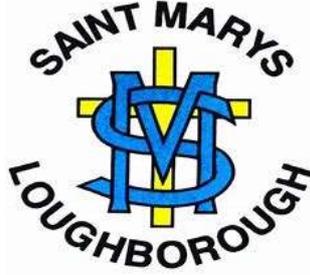


Remote Education Outline

School: St Mary's Catholic Primary School



Named staff member with overall responsibility for remote learning:

Headteacher: Miss P Jordan

Deputy Headteacher: Mrs E Davis

Computing Lead: Mr H Mount

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?

Contact will be made on Day 1 by the class teacher and some work provided through Class Dojo the same day as far as possible. This will build into a full timetable within 3 days. Curriculum maps/ timetable with links to remote education are available from our school website on each class page. Students may also be provided with paper based resources for immediate access, depending on circumstance.

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 and we have not changed our planned curriculum end points within year groups. However, we have needed to make some adaptations in some subjects including Art, Design Technology and Music because of limited access to practical resources and as they may be taught by specialist teachers.

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	At least three hours of education will be provided throughout the school day. The amount of remote education provided will increase throughout Key Stage 1, as appropriate to age.
Key Stage 2	Remote education provided to students within KS2 will reflect the length of the school day and will be above four hours daily.
Key Stage 3 and 4	

Accessing remote education

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

Staff will use a range of platforms as appropriate to teaching and learning sequence. They will work with students and parents to build confidence and familiarity with platforms. We use: MS teams, Zoom and our school website as places where children access their remote education. KS1 and KS2 children may also use the class pages on their website to access narrated powerpoints.

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:

Laptops may be loaned subject to need and availability. Parents are asked to tell the school if this is needed. Pupils without devices may be eligible to attend on-site following guidelines.

- Parents are contacted about letting school know of issues with connectivity and where available dongles may be issued. Guidance on offers by internet providers is given to parents.
- Printing is usually not necessary when working on-line. Children needing paper resources can arrange pick-up or these are sent home. Parents may collect exercise books and writing materials from school.
- Pupils may submit work through drop off (if possible) or by post, if parents do not have access online.

If you have any concerns at all about how your child will access remote education please contact the school office immediately so we can help you. If there are concerns regarding internet connection or mobile data we can also support and help with this. If you do require printed materials because you don't have online access please let the school office know so we can support you. We will also be able to support if your child is not able to submit their work online.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely, particularly in the current January 21 Lockdown, where schools have been closed to all children except the Key worker and vulnerable children. As whole classes are at home, teachers will provide more 'live and interactive' lessons for pupils on Zoom or MS teams.

Live teaching (online lessons): these sessions will take place using either MS teams or zoom. Links will be shared prior to the start of the lesson. Live teaching will be adapted so that it is suitable for age and may be in smaller groups, sometimes with teachers or the class teaching assistants that work with them. All children will have some live teaching as part of their weekly curriculum experience. Some sessions may be because of pastoral needs.

Recorded teaching: we use narrated power points for children so that they can access clear explanations of new content by their class teachers or other school staff. We occasionally used recorded teaching from Oak National Academy. For Ks1 and EYFS, recorded phonics videos made by the class teachers will also be available. (e.g. White Rose lessons/ 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
 - We allow time for students to work independently within a sequence of learning and to use feedback from staff to help to develop their learning.
 - We use paper based resources which are produced by both the school and commercial providers to support the sequence of learning.

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 work in partnership with our families. Please let us know by speaking to your child's class teacher or contacting the school office if you have any concerns at all about how you can support your child with their remote learning.

In-line with previous communication with all parents we expect children to access their remote education daily and we are providing a varied daily curriculum against our whole school curriculum map. Please let us know if your child can't access remote education on any day (because, for example, they are unwell or because of an issue accessing online platforms).

We expect daily engagement with remote education and will follow up if this is not happening, either through Dojo or calls home. Letters will be sent home if there is no phone contact made. • We expect parents to support their child with remote learning and will help wherever we can. The daily Zoom registration is there too support parents & pupils to begin the learning that day. • Support for parents may be through Dojo messaging or phone calls.

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

- Dojo/ homework email account provides opportunity to share work and teachers will respond daily (during working hours)
- If a child is not engaging then teachers will message via Dojo in the first instance and then will make follow up phone calls to parents and if appropriate also speak with the pupil

We will check daily that children are engaging with remote education. Teachers make a daily register and inform the school office and head teacher, who fill in the attendance registers on SIMS. The School Office/ class teacher are likely to contact you first, as they would for any absence from school, with then a follow up from the Headteacher, if no further action is taken. Depending on the situation, your child's class teacher/ Head teacher may also contact you to see if any help or support is needed so your child can engage with remote education.

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:

Feedback will be given primarily via Dojo/ Homework email account and maybe in different forms eg annotated photos.

- General feedback is given daily by Zoom/ Ms teams and by Dojo
- Individual feedback will be given during live teaching sessions, usually with a small group of pupils.

Our approach to feedback in terms of remote education aims to mirror the types of feedback your child gets in school. This will include verbal whole class feedback on work and next steps, individual verbal feedback and written next steps on selected pieces of work. St Mary's School is asking children and parents to submit work daily on their portfolios on Class dojo or on the Homework email account, where there should be a response within 48 hours that follows the school's marking and assessment policy. Please note that this will be within 8.30a.m -6p.m.

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:

- We work with families to deliver remote education for pupils with SEND for example loaning devices, providing differentiated groups via Zoom and differentiated paper/book resources if needed.

- Remote education for younger pupils, for example those in reception and year 1 is largely through live sessions, videos and resources such as phonics' videos.

Class teachers, the SENCO and teaching assistants (where relevant) will work with families on an individual basis so that the individual learning needs of students can be met. There may be 1:1 or small group work for SEND children on Zoom lessons with their teacher and Teaching Assistant. Work will be differentiated, working a year groups below if required.

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/ classes. 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 provided by at the at the latest on the second day of isolation and will follow, where possible, the content being taught in class.

A time table will be provided on the class website of the web page, for immediate use if a child has to stay at home to self-isolate. This will follow what the children are doing in school and will have links in each lesson to the video or power point. Teachers/ Teaching Assistants will be in contact through the day using class dojo. However, class teachers will share a wide range of resources for children to access at home during any self-isolation. These resources will follow the curriculum path for the class so students self-isolating do not get behind in their learning. You child's class teacher will make contact at least weekly, if not daily on class dojo, during self-isolation to support learning. Because periods of self-isolation are often quite short your child's class teacher may ask them to bring work they have completed on paper at home into school with them when they return to class so their work can be assessed, following the school feedback policy or to submit on the portfolios on class dojo or the homework email account.