

St. Andrew's Catholic Primary School

Remote Education Provision Information for Parents



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Remote Education Provision: Information For Parents and Carers

This information and protocol is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote learning where national or local restrictions require entire 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 the pupils at home?

A pupil's first day or two of being educated remotely **will** look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

Q: What should my child expect from the immediate remote education in the first day or two of pupils being sent home?

Your child will receive a minimum of a maths and English assignment per day on the TEAMS platform. No live teaching will be available during this period.

Q: 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?

Yes, your child will be taught the same curriculum as a child in 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 (defined as being a mixture of remote teaching and independent work) will take the pupils broadly the following number of hours each day:

Nursery	Maths focus per day Literacy focus per day 1 RE lesson per week Topic each day story times
Reception	4 phonics lessons per week 2-3 English focus lessons per week 3 maths focus lessons per week 1 RE lesson per week Topic lessons story time
KS1	3 hours of learning a day

Year 1 and Year 2	4 phonics lessons per week 3 English lessons per week (based on Toolkits) 4 Maths focus lessons per week 3 reading activities 1 RE lesson per week 2 wider curriculum lessons per week 1 science lesson
KS2	4 hours of learning a day 4 English lessons per week (based on English Toolkits) 4 Maths focus lessons per week 3 reading activities per week 1 RE lesson per week 2 wider curriculum lessons per week 1 science lesson

Accessing Remote Education

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

St. Andrew's School is using Microsoft TEAMS as its digital platform for the delivery of the curriculum.

Every pupil will have their own login supplied, by the school, as an email address.

Assignments, LIVE learning, PowerPoints will all be accessible here for the class teaching staff, pupils and parents.

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:

- School follows government and local authority advice by:
- obtaining dongles and routers if accessible
- Tablets and laptops will be applied for, for all government initiatives in priority order including disadvantaged children
- For those not yet able to access online facilities will provide printed packs of work for a pupil. Parents will notify their child's teacher and the school office will prepare these and inform the parent/carer when to collect the pack from the school office.

- The blended approach ensures that pupils who are not able to access the live lesson can still complete the tasks and receive support from the teacher at another time in the day using the Teams platform – this includes emailing.
- Pupils are able to submit work to their teachers, if they do not have access to online working, by either taking photos of it and emailing it from a phone to their teacher or by dropping it off once a week into the school office for the teacher to identify gaps or misconceptions.

How Will My Child Be Taught Remotely?

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

- Recorded teaching (e.g. Oak National Academy Lessons, video/audio recordings made by teachers)
- Lesson tasks produced by teachers posted in TEAMS assignments
- Printed packs produced by teachers (e.g. worksheets, workbooks)
- Live teaching (online lessons) (Live lessons cannot be recorded and posted for access later due to safeguarding and GDPR issues) There will be a minimum of two live lessons per day except for Nursery children where there will be one a day
- Pupils will be given reading comprehension activities as part of their weekly provision.
- Pupils will be signposted to free e-reading resources (subject to availability) or to read from home resources.
- Free 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?

School recognises that every pupil's home circumstance is unique to them including amount of siblings home learning at any one time, parent/carer's availability in a day, access to the internet and devices within the home, if there is illness and/or disability in the home etc...

Therefore, the expectations of each pupil's engagement is set as minimum requirements:

- Every Reception and KS1 pupil accesses learning, whether online or printed pack, every morning for at least 1 hour.
- Separately, every Reception, Year 1 and Year 2 pupil accesses their phonics lessons each day

- Every KS2 pupil accesses learning whether online or printed pack every morning for at least 2 hours and 1 hour of the afternoon lessons.
- **The expectations of the parent or carers' support is:**
 - i) to use the class timetable overview to identify what learning needs to be undertaken each day
 - ii) set up a regular routine with their child/ren of 'school work time' and 'free time'.
 - iii) ensure that their child has access to learning materials before the session if the teacher identifies pre-learning opportunities and simple equipment such as a pencil and paper
 - iv) if using an electronic device, ensure that parental controls are in place
 - v) overtime devise expectations with their child of how to online learn, e.g. always have their camera on and their microphone off if possible sit with a hard surface in front of them in case they need to write
 - vi) initially a younger child may need parent or carer to support their child to encourage them to listen and participate. The expectation is that older pupils will access their learning independently when the routine of remote learning has been established.
 - vii) Ensure that the online work their child has completed has been returned via TEAMS (majority of pupils) or is sent into school (once a week only).

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

- All learning tasks submitted by the given date will be checked by the teacher
- The TEAMS platform will digitally identify those children who do, and do not, submit their work on time
- Teachers keep registers of those children engaging with live lessons, if the lessons are available
- Teachers will email parents if a child has not submitted work over a period of four consecutive days
- Pupils with requested printed packs will have their work scrutinised after the quarantined period and teachers will contact the parent to address any misconceptions or provide support to close any gaps in the pupil's knowledge.

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

Feedback can take many forms and will 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 for the next half term when this will be reviewed:

- National Curriculum age related learning objectives will be planned from and assessed against for the majority of children. Those with a cognition and learning need or EAL need will be taught with a focus on current targets and their learning continuum competences.
- Teachers will provide feedback to pupils when they identify a misconception in the learning or identify that there is a gap in knowledge. Teachers undertake to address this within 48 hours.
- If a child is consistently not making progress in the work that has been set. A teacher will be in contact with the parent.
- Teachers may use dove points and short specific verbal/written feedback if they are particularly pleased with a piece of work.
- Individual or group feedback dependent on learning activity
- The school will continue to use INSIGHT programme of assessment, used as a running record, will be continually updated to map progress and attainment.

Additional Support for Pupils with Particular needs

How will you work with me, the parent and carer, 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:

- The child's most recent graduated approach targets re-shared with parents.
- Teachers prepare differentiated work online for the pupil to access.
- Weekly printed packs for a pupil to collect once a week from the school office if online learning difficult to access (arranged through the teacher)
- Completed work scrutinised and close the gap misconceptions addressed with the parent directly

- School SENDCo support

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 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 school is part of a national or local lockdown, the self-isolating pupil will be able to access all aspects of remote learning detailed above.
- In other circumstances, during this pandemic, a self-isolating pupil on the first two days of isolation be sent a printed pre-prepared pack from their teacher.
- On the following days, the teacher will post learning assignments and tasks on TEAMS for the child to access.
- LIVE lessons will not be available during this time of the child's self-isolation

Teams Live teaching safeguarding protocol

- i) When setting up a TEAMS live lesson teachers go to 'response options' and unclick 'allow forwarding'.
- ii) Whenever a TEAMS live session has been set up, it must always be supervised by that teacher – pupils never to be left alone.
- iii) Teachers will always 'end the session for all' when teaching/discussion has finished so that there are no children left in the TEAMS unsupervised.
- iv) During live sessions, or any other occasion, any safeguarding concerns that Teachers have will be discussed with Safeguarding Lead immediately.
- v) If a child has not submitted work for four consecutive days and that child has not attended school in person in that time –the parent will be emailed by the teacher in the first instance.
- vi) If a child has not turned on their camera during a session, teachers should verbally remind them to do this and email the pupil to ask them to do so in the following live lesson so you are able to have 'eyes on'.
- vii) Pupils have to be admitted to a Teams meeting to prevent any unsupervised pupil interaction.