

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.

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?

We expect families to engage with the school website with signposts to Tapestry for Nursery and Reception; Purple Mash for KS1 and Purple Mash, TT Rockstars and Reading Plus for Y5 and 6 for KS2. This will give a set of expectations daily for children to complete and upload for teachers to respond to. Teachers will use a range of resources online including White Rose maths, Oak Academy, BBC resources.

We have asked that you contact us at school if you have any difficulties with digital access. Our Learning Mentor is working with families to distribute laptops as needed.

Children in Y4,5 and 6 are engaging with Microsoft Teams.

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, we would plan more open ended tasks in subjects like art, music, DT.
- We would ask children to maintain a good level of physical activity whilst remaining at home and following guidance. Teachers will offer specific guidance/ suggestions for their own class.

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 - provision will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.
Key Stage 2	4 hours - provision will include both recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

Accessing remote education

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

<p>Signposts to learning available on the school website under each class.</p> <p>Nursery/Reception Tapestry</p> <p>Y1/2 Purple Mash</p> <p>Y3,4,5,6 Purple Mash, Reading Plus, TT Rockstars, Microsoft Teams</p> <p>(All passwords available from teachers or the school office).</p>
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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:

<p>Please contact the e mail at school with any difficulties with connecting digitally:</p> <p>helpathome@stadianscatholicprimary.com</p> <p>We have a number of laptops available for loan. The Learning Mentor may be able to deliver these to your home if you contact us.</p> <p>We also have a number of SIM cards available for help with data if you need help.</p> <p>We are awaiting a number of Wi Fi dongles for support with connection to the internet. Please let us know if you need one and we will distribute them as they arrive.</p>

How will my child be taught remotely?

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

Some examples of remote teaching approaches:

Early Years – Nursery/Reception

- Weekly practical activities set out by the teacher for children to complete and record on Tapestry – 3 games reading/ writing, 3 games maths, 3 other activities from music, dance, PE, PSED or Understanding the World.
- Games/ activities on websites identified by the teacher eg phonic games.
- Mini Mash activities/tasks completed and uploaded by parents on line..

Key Stage 1 – Years 1 and 2

- Recorded teaching (e.g. Oak National Academy lessons, White Rose maths).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences.
- Mini Mash/ Purple Mash tasks/ activities set out on line and uploaded including a daily maths, English and phonic activity.
- Y1 to have a reading activity from Purple Mash; Y2 to use Serial Mash daily.
- Children will have a weekly PE lesson to an appropriate link.

Key Stage 2 – Years 3,4,5 and 6

- Live teaching (online lessons Microsoft Teams for Y4,5 and 6); daily maths, English and reading activity.
- Recorded teaching (e.g. Oak National Academy lessons, White Rose maths).
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences TT Rockstars, Reading Plus.
- Project work and/or internet research activities on a limited basis and with specific short time frames.
- Purple Mash tasks/ activities set out on line and uploaded across the curriculum in afternoon sessions

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 for pupils' engagement with remote education

We would expect your support in making sure that children have the equipment they need and are able to engage positively during the school day.

- Expectations of parental support,

We would appreciate your support during the day to ensure that tasks are completed to a good standard and for you to contact school with any difficulties.

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

Teachers will look at the work completed and returned and will monitor those children who are not engaging.

Phone contact will follow to explore difficulties within the first 3 days. If this continues to be unsuccessful, a referral to the Learning Mentor in school can be made and home visits organised.

How will school 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 provide ongoing feedback through:

- Written feedback on Tapestry
- Written feedback on Purple Mash KS1/2
- Verbal feedback on Teams Y4,5,6.
- How often pupils will receive feedback on their work
 - Daily feedback on work completed and uploaded to the teacher.

Additional support for pupils with particular needs

How will school 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:

- How we work with families to deliver remote education for pupils with SEND

Our Special Needs Co Ordinator is in contact with teachers to ensure that they are offering an appropriate level of work to those children on the register and teachers are liaising with families to ensure that this is providing a positive experience for children.

We also have access to a Specialist Teacher who is supporting teachers with appropriate work for children to be differentiated according to their need.

- How we work with families to deliver remote education for younger pupils, for example those in Reception and year 1

Those children who are most vulnerable with EHCP plans are in school each day and supported by a supervising teacher and team of TAs. Those that we consider to be vulnerable are also offered a place in school to ensure that their needs are met in the best way we can.

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?

We try to make sure that any child who is asked to self isolate has regular contact with staff at school so that social interaction remains strong. We are aware that this may change rapidly over very short periods of time but encourage teachers to be in regular contact and where this is not possible for our Learning Mentor to support them in this.

Teachers will provide appropriate activities without the provision of direct teaching.