

St Peter's Catholic Primary School



Remote Education Provision

Spring 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents 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?

Reception: All children in Reception should log on to Tapestry where teachers will post daily videos for phonics, maths and general communication. There will also be weekly story time videos and input for RE.

KS1: All children in KS1 should expect to log on to Seesaw home learning platform which we use for homework online. Teachers will provide information on what children have been learning and provide video instruction or appropriate links to other videos for English and Maths. Teachers will also set activities or projects for other areas of the curriculum. Children and parents can communicate with their teachers via Seesaw and feedback will be given on tasks set. Children will also have access to Bug club to read books set at their reading level.

KS2: All children in KS2 should expect to log on to Seesaw home learning platform which is used regularly to share homework online. In this instance, teachers will provide a 5 minute pre-recorded video for Maths and English learning and will provide home learning and additional instructions for all other subjects timetabled that day. Children have the opportunity to communicate and ask questions on this platform. Teachers can readily view children who are accessing home learning and can respond to submitted home learning for all children.

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?

Reception: Teachers will be delivering the same curriculum remotely as we do in school. Teachers will continue to provide Tapestry videos on a daily basis for Phonics and maths, along with weekly videos to inspire learning based on the areas of learning and development picking up on the interests that children are showing. They will provide quality feedback to children through Tapestry and link these observations to children's learning journey for evidence of children's development. Teachers will deliver live teaching in small groups for children to access phonics, reading and maths input and gain quality teacher feedback.

KS1: We will be delivering the same curriculum remotely as we do in school. Teachers will make adaptations to how learning can be completed in order for children to be successful. We will be delivering live English and Maths lessons which will aid children in completion of tasks assigned to them through Seesaw. Teachers will create or use short pre-recorded videos for foundation subjects. They will be able to give feedback to children during live sessions and on completion of tasks each day.

KS2: 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, Maths and English learning will have a daily live input that is then directly followed by assignments to match the learning. Some short, pre-recorded videos will be uploaded to support with the wider curriculum (all other subjects) but children should expect to receive digital examples and instructions to aid them with the completion of assignments. Teachers will provide digital instructions and assignments daily for lessons that would have been part of their timetable of a normal in-school curriculum.

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	<p>EYFS: Approx. 3 hours including a range of recorded lessons, independent tasks and contact with teachers.</p> <p>KS1: Approx. 3.5 hours including a range of recorded lessons, independent tasks and contact with teachers and live review of learning.</p> <p>KS2: Approx. 4 hours including a range of recorded lessons, independent tasks, contact with teachers and live review of learning.</p>
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Accessing remote education

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

EYFS: All children will access live small group teaching through Teams and online content from Tapestry.

KS1: All children will access live lessons on Teams and complete tasks through Seesaw.

KS2: All children in KS2 will access registration, live delivery of lessons, assignments and a class story daily through Teams.

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:

All Year groups: Our remote education can be accessed through a number of devices including tablets, laptops, smartphones, digital TVs, X-boxes and PS4s.

Where families do not have sufficient or suitable devices, parents can contact the school office to request a laptop to support their child's learning. Parents will be asked to sign a loan agreement. The school can also provide free SIMs cards with data to enable access to the internet.

Although aiming to reduce the amount of paper used in school, printed materials and stationery can be obtained by contacting the school office. These can be collected from school; however, if a parent is unable to collect, the school can make arrangements for home learning and stationery to be delivered.

Where children do not have online access, work can be dropped into school. However, if this proves difficult for any family, please contact the school office.

How will my child be taught remotely?

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

Children will be taught through the following approaches:

1. Live teaching online via Microsoft Teams including whole class, groups and individuals where appropriate, and online drop-in sessions
2. Pre-recorded videos made by teachers to support the wider curriculum held on Tapestry, Seesaw and Teams
3. Digital instructions, information and examples from teachers
4. The use of commercially available websites to support learning where necessary, specifically for subjects like music and French, including Oak Academy, e-books from Hampshire School Library Service, Bug Club, Times-tables Rock Stars
5. Internet research activities specifically where there is the absence of an individual Bible or Atlas in the home for subjects such as R.E. and Geography
6. Printed paper packs produced by teachers when requested (e.g. workbooks, worksheets)

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?

At St Peter's we recognise that there are many challenges for parents in supporting remote education at home whilst continuing to work and families are doing the best they can in the circumstances. We are keen to work together and in support of families and are committed to providing high quality remote education which supports each child and would ask that parents:

- Establish a routine that supports your child's education. A weekly timetable is available on our website for each year group.
- Let the child's class teacher know if your child is struggling with the work set.
- Ensure children are accessing the remote education and completing at least English and maths tasks.
- Ensure children have some down time away from devices each day.

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

Teachers will record a daily register of children attending and contributing to live online lessons. Following this, a register of completed assignments for each timetabled lesson will also be recorded- children are expected to turn in daily assignments. If a teacher has concerns about a child's contribution to and engagement in their online learning, a parent or carer will be contacted by phone call by a member of the school's teaching team. If the family do not engage the headteacher may treat this as an unauthorised absence, invite the child in for on-site learning or even ultimately report the issue to the Early Help Hub or MASH.

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:

Teachers will use formative assessment such as questioning, cold/warm tasks and observation of learning to provide in the moment feedback to pupils during live teaching. Pupils will receive daily feedback on work submitted. This will take the form of a targeted teacher comment or a 'like'.

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:

Children with EHC plans are invited into the key worker provision so that their EHC objectives can be met at school with staff able to deliver extra interventions. Therefore, they should not need to access learning remotely.

For children with SEND that are completing their learning at home the following has been put into place to support them:

1. Offering laptop/equipment for remote learning if required.
2. Class teachers will ensure that families have the resources that the child would normally use at school to support with the task (word banks/sound mats/Numicon)
3. SENCo will call families weekly to discuss how the learning is progressing and to go through any concerns or difficulties so we are able to adapt provision.
4. School will offer of 1:1 coaching sessions to help parents/pupils with accessing the remote learning platform.

Cognition and Learning needs

- Differentiated work attached within online platform for children to access
- Live Lesson inputs delivered in small groups or in exceptional circumstances 1:1 or 1:2 by a member of the year group staff who has a good understanding of the way that child learns (visual, auditory)
- Access to key words/visuals/power points shared within education platform for children to look at while lesson is being taught.
- Interventions (extra reading, spelling/maths work) delivered 1:1 remotely for the child so that gaps do not widen with their learning.
- Weekly informal chat with parents to review how the sessions are progressing

SEMH

- Clear timetable of each day/session and who is delivering it remotely
- Time for class teacher to liaise with child/parent prior to the sessions starting to unpick any concerns/worries about the session.
- Weekly phone calls from class teacher/TA to discuss any concerns/anxieties' but also to keep the familiarity between staff and pupil
- Option for 1:1 or smaller group sessions delivered by teacher/TA so that communication can be increased

Communication and interaction

- The use of the chat function on Teams so that children do not have to speak aloud to their class teacher/group if they don't feel comfortable doing so.
- Some tasks will need to be reinforced or explained at a later stage by another adult so that the pupil has opportunities to explain any misunderstanding/clarification of task
- Opportunity for pupil/parent to talk informally with a TA once a week
- Option for camera to be turned off if pupil is uncomfortable with it on.

Physical and sensory

- All children who have the above needs are currently in school accessing their learning

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?

If pupils are not in school due to the need to isolate they are expected to access learning as follows:

Reception: Teachers will post daily videos for phonics, maths and general communication. There will also be story time videos and input for RE alongside suggestions for wider learning opportunities. Parents will be able to share their child's achievements using Tapestry.

KS1 and KS2: Children will access the same curriculum remotely as they would in school. They will participate in live English and Maths inputs via Teams. Related English and maths tasks will be assigned to them through Seesaw or Teams. Teachers use short pre-recorded videos for foundation subjects, for eg. Oak Academy. They will be able to give feedback to children during live sessions and on completion of tasks each day.