

St. Clare's Catholic Primary School



REMOTE EDUCATION PROVISION FOR PARENTS 2021

We welcome everyone into our community in order to live, love and learn together in the light and example of the life of Christ.

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 if 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 most occasions schools will not have been given prior notification of a lockdown so arrangements to set work will not have taken place. All pupils have been allocated a Class Google Classroom code and they are expected to log in daily.

We have allocated electronic devices to all who have either expressed an interest or have been identified by staff as not engaging in work; and in follow up enquiries the class teacher has established the need for a device.

We have made SIM cards available for use as a Hotspot with your mobile phone [Click on settings and find 'Hotspot' and Tether]. Use can use this to log in to the internet.

We have made available a limited number of 4G routers for families who do not have a smartphone.

We use our Google Meet, School Website and T2P messages/emails to keep parents up to date.

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.
- We teach the English, Maths and History/Geography curriculum but have made some changes to the DT, Art, PE and Music curriculum due to the need for resources. The science curriculum has been adapted to take account of the knowledge but investigations and experiments will not be possible at home for most pupils.

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	Key Stage 1: 3 hours a day on average, with less for younger children Key Stage 2: 4 hours a day Please note that reading time should be included to break up the time spent working on a device.
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Accessing remote education

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

All pupils have been allocated a Class Google Classroom code and they are expected to log in daily.

We choose appropriate resources linked to our curriculum from a range of sources including Oak National Academy, White Rose Premium, Spelling Shed, TTRS, Numbots as well as links to resources (including BBC Bitesize and Phonics Play from our school website and messages/emails on T2P.

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 allocated electronic devices to all who have either expressed an interest or have been identified by staff as not engaging in work; and in follow up enquiries the class teacher has established the need for a device.
- We have made SIM cards available for use as a Hotspot with your mobile phone [Click on settings and find 'Hotspot' and Tether]. Use can use this to log in to the internet.
- We have made available a limited number of 4G routers for families who do not have a smartphone.
- Pupils can access printed materials if they have particular difficulty completing work online (we are trying to limit use of paper copies as feedback is not as efficient as online).
- We use our Google Meet, School Website and T2P messages/emails to keep parents/children updated on how to engage with work.

How will my child be taught remotely?

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

Through a combination of the Following:

- 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
- long-term project work and/or internet research activities.

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?

- An expectation for pupils' engagement with remote education – at least engagement with and uploading work in English and Maths every day.
- Participation in Google Meet chats as arranged by the class teacher in the class stream.
- Expectations of parental support, for example, setting routines to support your child's education.

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

- We do a daily check on pupils' engagement with remote education and call parents at least weekly to discuss your child's well-being and engagement with remote learning – as well as several opportunities for Goggle Meet chats. We record a record of conversations in a class Excel file that is checked daily by SLT.
- If lack of engagement is a concern, we will discuss with parents/carers through initial supportive phone calls. If engagement has not improved we will code as red and arrange for home visits to discuss our concerns that the child's academic development needs and well-being are not being met and next steps.

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

Our approach to feeding back on pupil work is as follows:

Please note that staff have teaching commitments in school with keyworker groups and it will always be our intention to drive a balance between their workload and feedback.

- When staff are not in the classroom - Staff aim to feedback on core subjects work by 1pm on the same date (and certainly by the end of the working day. Weekly feedback will be provided across a range of subjects.
- Feedback will take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via Google Classroom are also valid and effective methods, that will be used.

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, pupils with EAL, 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 will find out from pupils and parents what access they have to online learning. Ask what they find helpful and how much support they would like with remote education.
- Where access to digital forms of learning is tricky for families, prepare packs of learning that can be picked up from school.
- We will include learning tasks that pupils are able to complete independently, such as those involving repetition or revision of prior learning.
- We check that the presentation of any online materials, such as PowerPoints or worksheets, is in an accessible form. Use clear language, keep text to a minimum and break information down into small chunks.
- Use easy to read fonts and produce resources in an editable format so pupils can choose to increase the text size. Add symbols, images or pictures if this supports the learning.
- Encourage pupils and parents to set up a learning timetable highlighting check-in times, live lessons and work deadlines. Build in short, frequent breaks to help the pupil maintain focus.
- Set up Google Meet with parents and pupils.
- Deliver weekly Speech & Language video call sessions.

Remote education for self-isolating pupils

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Individual pupils or 'bubbles' self-isolating will follow a planned and well-sequenced curriculum with meaningful and ambitious work each day in a number of different subjects, including providing feedback. This work will be set on Google Classroom and linked to the National Curriculum to follow what is happening in school.