

St. Mary's C.P. School

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?

What remote education provision will be made available immediately?

We are able to offer remote education provision in the first day or two after pupils have been sent home.

Pupils may be sent home with work packs containing workbooks and / or worksheets and reading books, to complete independently in the first instance. Staff will then upload tasks, for each class, onto the school's learning platforms – Seesaw (Year 2-Year 6) or Tapestry (Nursery to Year 1).

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 intend to teach the same curriculum remotely as we do in school. The remote learning set for children will be in line with the learning that would take place in the classroom. Teachers will aim to provide resources that deliver the main aspects of the curriculum plan; this includes Relationship and Health Education. St Mary's Primary School is a Catholic Primary school and therefore there will be an emphasis on the spiritual development of the children.

The remote learning set by the teachers will follow the National Curriculum (Year 1-6) and Early Years Development Matters (Nursery and Reception) and long-term curriculum plan for their class so that children can continue to access the relevant curriculum for their year group. Teachers will provide adapted learning resources for children with additional learning needs, i.e. SEND or where English is an additional language.

Although the delivery of lessons differs from what pupils are used to in the classroom, the content is the same. There may be some limitations and restrictions, when pupils learn at home, for example, limited space for physical exercise or lack of scientific equipment, so staff may make adaptations to suit remote learning.

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 a day on average across the cohort, with less for younger children
Key Stage 2	4 hours a day

Remote Learning Timetable:

	<u>Zoom – Face-to-face</u>	<u>am</u>	<u>am</u>	<u>pm (Task should be one to one and half hours long)</u>
Monday	Registration	1-hour literacy	1-hour numeracy	<u>RE task</u>
Tuesday	Registration	1-hour literacy	1-hour numeracy	<u>History/ Geography task</u>
Wednesday	Registration	1-hour literacy	1-hour numeracy	<u>Science</u>
Thursday	Registration	1-hour literacy	1-hour numeracy	<u>Computing – Purple Mash</u>
Friday	Registration	1-hour literacy	1-hour numeracy	<u>RE task</u>

Accessing remote education

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

Children will access their remote learning either through the digital learning platform Seesaw <https://app.seesaw.me/#/login> (Years 2, 3, 4, 5 and 6)

OR

through the digital learning platform Tapestry <https://tapestryjournal.com/login> (Nursery, Reception and Year 1).

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 will lend tablets or laptops to pupils who do not have access to devices or who may be sharing a device with other siblings. Parents should email admin@kells-stmarys.cumbria.sch.uk or telephone 01946 66356 to request a device. Parents are required to complete a device loan agreement before collecting the device from school. More information can be found on the school's website www.kells-stmarys.cumbria.sch.uk
- We will issue dongles for devices to enable an internet connection, when there is no internet connection in the family home. Parents should email admin@kells-stmarys.cumbria.sch.uk or telephone 01946 66356 to request a dongle. More information can be found on the school's website www.kells-stmarys.cumbria.sch.uk
- If pupils do not have online access, they can collect printed materials from school on a weekly basis and drop off completed work to school when collecting the printed materials.

How will my child be taught remotely?

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

We will use a range of approaches to teach pupils remotely. Our approach includes a blend of resources, including pre-recorded online learning as well as some virtual face-to-face 'live' sessions. Tasks will be set via Seesaw/ Tapestry and may include:

- live teaching (online lessons)
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, White Rose Maths lessons)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home, online resources for reading
- 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?

We understand and empathise that the challenge of home learning is not an easy one. Children may be less engaged in this environment and less independent than usual. It is worth pointing out that this is normal. The work you child receives on a typical school day can also be challenging, and children 'getting stuck' is something quite common in the classroom. Please let school know, via Seesaw / Tapestry if your child is really struggling.

We would hope that your child engages in all the work set by the class teacher. Your child is expected to engage in remote education on a daily basis (as they would on a school day). The day begins with a virtual registration where the class teacher explains the tasks of the day and informs you child of live lessons / direct teaching sessions. Your child is expected to engage in the virtual registration at the following times:

9.00 a.m. – Year 6, Year 5 and Year 1

9.15 a.m. – Reception and Year 4

9.30 a.m. – Year 2 and Year 3

9.45 a.m. - Nursery

You can help your child / children by:

- Keeping to a predictable routine and start early when your child is rested.
- Understanding what teachers expect from your child. Please contact your child's class teacher via email, call, or text via Seesaw or Tapestry if you are unsure.
- Write a simple list of activities that your child needs to complete each day.
- Include breaks for snacks, physical activity, wiggles or stretches, and free choice time. Younger children will need more breaks.
- Try to fit remote learning around your family's needs. Be flexible.
- Keep to a predictable routine and start early when your child is rested.
- Review the daily schedule and make sure your child understands it (e.g., first you will..., then you can...).
- Let your child know when and how they can ask for help.
- Keep regular sleep times.

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

Each day, staff will check pupils' engagement in remote education. They will keep a register of who is attending the virtual registration and record the tasks completed by each child. If a child is not engaging in the remote learning, their class teacher or a member of the leadership team will telephone the parents to check that there are no issues or difficulties in accessing the remote learning. The child's engagement will be monitored closely and any concerns will be addressed, in the first instance, with the parents.

The headteacher will liaise frequently with class teachers to monitor pupil engagement and progress. Where it has been noted that there is a concern, the headteacher or member of the school's leadership team, will contact the family to try to work together to identify the problem and offer a solution to remedy the problem.

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:

As your child uploads their work onto the Seesaw / Tapestry platforms they will receive daily feedback from the staff in their class, for example from the class teacher or teaching assistant. The feedback may be:

- Verbal
- Written
- Whole class feedback (virtually)
- Quizzes
- Telephone calls
- Prompts and encouragement

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 will work closely with families and specialist teachers to help all pupils engage with remote education. Tasks for pupils with SEND may be differentiated and / or adapted so that SEND children can access the learning. Some children with SEND will receive daily one to one instructions from a member of staff to explain task and answer any questions the child may have.

The tasks for younger pupils, for example those in reception and year 1, may be of a more practical nature and take into consideration the concentration and attention span of younger children.

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 a child is self-isolating, we will set work, in line with the work other children in school are doing, on a daily basis. Feedback will be given at the end of the day. The class teacher will telephone the child's parents once per week to check on the child's well-being and mental health. Tablets will be made available for children who require devices.