

# St. Cuthbert's Catholic Primary & Nursery School

## **Remote Learning Provision**



**Remote Learning Coordinator** – Danielle Garvey

**SEND Coordinator** – Kate Lunt

**Date of policy completion:** 20<sup>th</sup> January 2021

**Review Date:** 15<sup>th</sup> February 2021

## **Sharing information about our remote education offer**

This overview is designed to help St Cuthbert's Catholic Primary & Nursery School to share relevant information with pupils and parents or carers about how we continue to provide and review our remote education offer. We are publishing this on our school website, not as a final version but as a working document to support understanding of what pupils, parents and carers should expect during periods of school closure or pupil isolation relating to coronavirus (COVID-19). As such, this information will be reviewed and updated as circumstances evolve and we refine our procedures and processes.

We will continue to seek support and training available on how we may meet the expectations for remote education via the remote education good practice guide and school-led webinars.

## **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?**

If a class bubble or an individual is to self-isolate at home, remote learning for the week will be available the following school day.

Every pupil has been assigned a Google Classroom account which they can access from home which is updated daily.

School has provided every child from Foundation 2 to Year 6 a range of textbooks and workbooks which reflect the DfE curriculum priorities. Teaching staff may issue exercises to be completed in these books in the first instance. Teaching staff will advise pupils of which tasks to complete to aid differentiated teaching.

Children have access to websites which support the teaching of specific subjects. These include:

TT Rock Stars- Maths (times tables)

SPAG.com- Grammar and Punctuation

Read Theory- Reading Skills

Oxford Owl- Reading

Letter Join – Handwriting & Fine Motor Skills

Teaching staff may direct children to these websites where appropriate work will be set.

Staff will ensure that all children are able to access learning until they receive a full timetable for the week, where an extensive range of websites and resources will be given.

## **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, we will teach the same high-quality curriculum remotely as we do in school wherever possible and appropriate.

However, we may need to make some adaptations in some subjects. For example, where a task may require a great deal of discussion, the teacher may pre-record content to make it more suitable for remote learning.

- PE and outside learning tasks will be adapted to allow children to access depending on their individual circumstances.
- For Art and DT, we understand that families may not have access to some equipment. In this case, the teacher will concentrate on skills and knowledge that are age-specific for their class in those subjects.
- In Science, where specific scientific equipment and resources may be required for learning, the lesson may be adapted accordingly based on what resources may be available at home.

In other subjects, particular lessons may need to be adapted. In these cases, children will be supported in their learning to ensure progression.

## **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	EYFS – minimum 2 hours per day KS1- minimum 3 hours per day KS2- minimum 4 hours per day
----------------------------	--

We expect that remote education (including remote teaching and independent work) will take pupils broadly the same amount of time as children in school. The timetable for the day will match that of children in school and individual support will be available during normal school hours. If children are struggling to complete the learning tasks they are set, then they (or parents, on their behalf)

can message teaching staff directly on Google Classrooms for support. Alternatively, parents are able to contact teaching staff on Class Dojo to discuss this with the class teacher

## **Accessing remote education**

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

Children are encouraged to access their online lessons using Google Classrooms.

This platform is already being used and children have been shown how to navigate it. Children have received 2 hours of training from a computing specialist on how to engage in learning via Google Classrooms. On our website, you will find an instructional video on how to access Google Classrooms. Parents have also been provided with a crib sheet outlining access to the platform and uploaded assignments.

Children will be able to ask questions and request support during the day using Google Classrooms.

All tasks will be set as assignments and children will 'submit' the work they complete at home.

Feedback will be given via Google Classrooms by teaching staff. We are currently looking at a manageable and sustainable way for parents to have a 'dialogue' with teaching staff regarding their child's learning.

School has acquired a number of Google Chrome books which have been loaned to children to allow them to engage in remote learning.

Should they be required, paper packs can be requested for children to complete. These can be picked up the following morning from school. School has provided an extensive range of hard copy learning material for each year group from F2 to Year 6 according to that cohort's learning priority (phonics, reading skills, comprehension, arithmetic, grammar). It is envisaged that children's learning will be enhanced by a range of digital material and hard copies.

It is our intention that our children feel motivated and enjoy their learning via a variety of means.

## **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 is in constant contact with parents to ascertain the availability and use of digital resources and wifi at home.
- School may be able to loan a Google Chromebook/iPad to pupils who already have internet connection (subject to availability). Please contact the school office on 0151 228 4137 should you require support in this way.
- For those families that do not have access to the internet, dongles can be provided.
- Information / criteria regarding increasing data allowances on mobile devices to support home learning will be shared with parents.
- For any children who do not have access to the internet, printed materials can be prepared and collected from school. Work can be collected weekly. Additional materials e.g. pencils, whiteboards etc. can also be provided.
- Once work is returned, feedback will be given. Teachers require 1 day notice to prepare further paper copies of work timetabled for the week.

## 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:

- We are asking that children engage daily with Google Classrooms.
- A timetable for each week will be uploaded to the school website and Google Classrooms by 9.00am each Monday. Each day, the class teacher will set the work that appears on the timetable. This is in line with the work that is taking place in the classroom.
- This work is scheduled to be available daily. This will encourage the children in pacing their learning as they would in school.
- Each Monday and Friday morning, children can access a live Google Meet video call with their class teacher outlining the week ahead and celebrating children's achievements.
- As well as using resources which are readily available, teachers will pre-record content for a minimum of 2 lessons per week which can be used by your child. These lessons will be highlighted on the weekly timetable. This will be determined by the content and nature of the lesson.
- We are mindful that the children may seek support from parents when learning remotely. We wish to support you as much as possible. Pre-recorded sessions are useful as parents/children can access at any time.
- Recorded teaching (e.g. Oak National Academy lessons, White Rose Maths and video/audio recordings produced by teachers).
- Printed paper packs produced by teachers (e.g. workbooks, worksheets).
- Workbooks and textbooks provided by school and reading books pupils have at home as well as access to Oxford Owl, where children can read age appropriate books which are used in school.
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences- your child will continue to use the range of online tools that they are familiar with and use in school such as : TT Rock Stars, Read Theory, Oxford Owl, Letter Join and spag.com.

## 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?

Please expect that your child will be completing a minimum of 2 hours (EYFS), 3 hours (KS1) and 4 hours (KS2) per day, Monday to Friday.

We expect that children will:

- Look at the home learning timetable daily. This sets out the expectations of the children for that day.
- Read twice each day (at least 10 minutes for KS1 and at least 20 minutes for KS2). We encourage children to read age-appropriate texts which may be available at home or can be accessed via Oxford Owl online (teachers have sent a username and password to each class)
- Complete each learning task set for that day.
- Do their best to complete all independent learning tasks.
- Children will submit work to class teachers on using a variety of methods, including:
  1. Completing the editable Google Doc assigned by the teacher and clicking 'submit'.
  2. Creating a document on Google Classrooms and clicking 'submit'.
  3. Completing work on paper and attaching the photo on Google Classrooms. Work can then be handed in by clicking 'submit'.
- A range of tutorial videos are available on Google Classrooms and our Class Dojo. Their content includes: submitting work via phone, laptop, Chromebook and tablet/iPad

#### **We ask that parents and carers (where possible):**

- Help children to log in, complete and submit work completed remotely using Google Classroom.
- Aid children in the submission of work on Google Classroom using the methods mentioned above.
- Monitor children's safe access to the internet.
- Report any problems accessing learning to the class teacher.
- Set routines at home to support your child's education.
- Ensure that children are accessing Google Classrooms each day. Work assigned should be completed and submitted by the end of the scheduled day to support school's remote learning register of daily engagement.
- Monitor your Class Dojo account for whole school / class messages and updates.
- We would appreciate patience and understanding from parents when requesting feedback from teachers.



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

- Class teaching staff will monitor engagement of children on Google Classrooms by taking a daily register of their level of engagement with remote learning. This will be used to monitor children's completion and submission of work each day.
- Live face to face 'check-in' time has been scheduled for each class on a Monday and Friday morning via Google Meet.
- If we are concerned with your child's level of engagement with remote learning, parents/ carers will be contacted via telephone and/or Class Dojo to discuss how best we can work together to ensure your child's education is not interrupted whilst at home. We endeavour to provide support regarding potential barriers why a child may not be accessing remote learning.
- It is essential that we maintain strong communication links with parents so that we can present our best curriculum offer and learning opportunities through remote learning.

## **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:

- Feedback will be based on the submission and frequency of completed work.
- We endeavour to speak to every child and their families each week. This is an excellent opportunity whereby progress and/ or any learning concerns may be discussed via telephone call.
- Individual feedback will be in line with our marking and feedback policy.
- The week will begin with the teacher outlining expectations of learning for that week.
- The week will end with the teacher giving a whole-class summative overview of children's learning, identifying areas of strength and areas for development. This may result in revisiting work to ensure that learning is embedded and retained. This may also lead to further differentiated work according to need.
- Where necessary, more detailed feedback may be issued to help a child or group of children understand a misconception. In this case, further content may be uploaded to Google Classrooms to support or a Google Meet video call will take place.
- A marked score may be issued for some pieces of work dependent on the nature of the task set.
- Teachers will continue to complete whole class feedback overviews as per our marking and feedback policy for children in school and those working remotely.

## **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 recognise the need and importance of additional support that is often required for work to be accessible and meaningful, according to the specific needs of pupils with SEND. Pupils are considered and planned for on an individual basis and if additional equipment, resources or input is necessary within the regular classroom routine, this will be mirrored during this period of remote learning (e.g. supplying resources to the home, using 'break-out rooms' as intervention).
- Our work with external providers and specialist colleagues (e.g. SENISS, ADHD Foundation), in supporting the diverse needs of pupils will continue. This may be done via learning platforms, virtual sessions or telephone consultations. Consideration and careful planning will go into the appropriateness of this format, according to the individual's needs and desired outcomes of provision.
- We encourage parents to promote opportunities for regular breaks and exercise away from the learning environment.
- For EYFS Remote learning we consider how children, parents/carers are recording learning. It doesn't always have to be written. We suggest using photos to share active learning that might happen spontaneously.
- When providing activity ideas on Google Classroom we include guidance to parents /carers, giving them alternative options that link with their own children's interests. Highlighting that the process, rather than the product, is important.
- We offer support and guidance to parents/carers about children's responses to online lessons or apps. Children may struggle to engage with an unfamiliar online teacher therefore EYFS staff video themselves when posting online tutorials or sessions. EYFS staff consider the length of activities/videos and whether further guidance on expectations are required. Individual support is given when needed through private messages on the platform and telephone calls.
- Reassure parents/carers that children are at different stages in learning. The remote learning is a suggestion and offers ideas. If they feel the activity is too difficult or too easy, they can seek support from staff on adaptations. Ensure you are available to answer questions or have some suggestions ready to differentiate tasks.
- We continually convey to parents/carers that playing and talking with their children is the most important learning activity they can do. Weekly Nursery rhymes and oracy tasks are posted onto Google Classroom.

## **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 use broadly the same approach as outlined above. We will ensure individual pupils self-isolating are taught a planned and well-sequenced quality curriculum offer with meaningful and ambitious work each day in a number of different subjects, with feedback provided.

Each day, the class teacher will set work that is in line with the work that is happening in the classroom. This work is scheduled to be available at certain points throughout the day. This will encourage the children in pacing their learning as they would in school.

A written explanation/ video of the learning along with tasks to be completed will be published using Google Classrooms and children's completed tasks will be submitted in a variety of ways, as given earlier.

Feedback will be given by the teacher.

Children can request additional support using Google Classrooms and adults in school will respond to support when they are available.