

Remote Education Provision – Information for Parents

Margaret Roper Catholic Primary School

January 2021

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 mean that all pupils except vulnerable pupils and children of critical workers are required to remain at home.

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, online teaching videos/ resources may be used in PE where space and resources may be limited at home.

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 at least the following number of hours each day:

Reception and Key Stage 1 We recognise that the time taken will vary greatly from pupil to pupil and we will therefore provide and signpost parents to a wide range of additional resources to further support /challenge pupils.	Minimum 3 hours a day Those hours include both direct teaching and time for pupils to complete tasks or assignments independently. Teachers will suggest a timetable for each day to support parents/ children.
Key Stage 2 We recognise that the time taken will vary greatly from pupil to pupil and we	Minimum 4 hours a day Those hours include both direct teaching and time for pupils to complete tasks or

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Accessing remote education

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

Lessons will be posted on each class's Google Classroom. Each pupil has a specific log-in to their classroom. Within this, they can see the work that they are assigned each day, communicate with their teacher and submit their completed work back for teacher review. Where their class teacher is on rota to teach to a Keyworker group, the feedback may not be as immediate.

Children will be asked to submit specific activities via Google Classroom and will be given individual feedback by their teacher.

Each class will have a timetabled live lesson with their teacher each morning, which will last around 45 minutes. In this session, the teacher will outline the learning for the day, direct teach some concepts, usually in English or Mathematics, and ensure that pupils have an opportunity to interact and ask and answer questions.

In the afternoon, pupils have the opportunity to meet their teacher for a second session, where the learning for the day will be discussed, opportunity for questions and social contact in the class and often a story or other activity. **While this is optional, pupils are encouraged to attend.**

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:

- Parents should contact the school via their teacher's class email address if they require support to access devices to support online learning or are having difficulty with internet connection
- The school has a limited supply of devices that can be provided to families who are struggling with online access. We are continually reviewing this provision to make sure that all pupils who need it have the devices they need.
- We try to limit the necessity for printed materials as families may not have access to printers and parents should contact the school if they are having difficulty accessing printed materials
- We are able to provide packs of printed materials for vulnerable children who struggle to engage with online learning. This may be children who struggle to manage working on a device, or those who have more limited access to computers and printers.

How will my child be taught remotely?

We aim to deliver a programme of digital remote education: often known as online learning - this is remote learning delivered through digital technologies. Sometimes, it may be more effective to deliver our remote education through worksheets or a pack of resources for those children who struggle to access online learning (either because of lack of home devices or the child's learning style).

We recognise that the quality of the online learning is more important than the method used to deliver it. We are also mindful that for many families, the optimum learning time may change each day dependent on access to devices, connectivity and availability of adult support at home.

Live class sessions allow pupils to interact with their teacher and increase pupil engagement by ensuring that pupils continue to feel part of a class and larger school community. Recorded lessons in our Google classrooms allow children to carry out set tasks, engage with lessons when they are ready (and suits the structure of their day) and have online access. They can also pause, revisit and break up their learning into smaller chunks, where this is more suited to their learning style. We clearly set out work in days and weeks (dated) so current and previous online learning is available at all times.

In order to continue with the sense of community of school, and to focus our daily activities a whole school assembly will commence each day at 9am, for about fifteen minutes. Our Friday celebration assembly allows us to continue to recognise pupils who have excelled in different curriculum areas through our achievement certificates.

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

- Teachers will provide live lessons using Zoom and Google meets and provide recorded lessons with a variety of voice over / teacher demonstration/ explanation/modelling. Some of these lessons will use the resources from the White Rose Mathematics Hub and the National Academy. Children will access these via Google Classroom.
- **Maths and English** work will be uploaded on a **daily basis**. Feedback about this will be covered in the class live sessions; for instance, where a number of pupils found a particular question tricky, this will be addressed in a subsequent live session, as it would if pupils were in the classroom.
- As Topic (wider curriculum- **Science, RE, Collective Worship, Geography, PE, PSHE, Art, Music, Computing**) work is on-going, work will be assigned according to our topic timetable; for instance, there may be a focus in a particular period of weeks on a history or geography topic, and a specific area of science. Teachers will also direct children to PE /physical activities each week.
- There will be 2 RE sessions available each week.

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 ask parents to check what work is being set for their child and set aside time for children to complete their work. Teachers will issue guidance about how to manage the daily learning and offer suggested timetables.

We appreciate that, for every family, organisation and management of home learning will differ. We encourage you to do your best, don't cause home learning to create too much stress, and feed back to us on what is working and what is less productive.

We will survey families regularly to shape and tailor our provision and act on your feedback.

Parents are asked to contact their child's teacher via their class email should they require any support or advice.

Just as pupils need to attend school on time and ready to learn, we expect pupils to attend their class sessions dressed appropriately and ready to start their day. While we understand the challenges faced by working parents supervising distanced learning, it is not a positive model for children to attend lessons in pajamas or eating their breakfast.

Similarly, parents should ensure that their children do not have distractions around them; for instance, a mobile telephone or the television on. As far as reasonably possible, try to create a workspace that has fewer distractions.

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

Whilst remote learning is in place pupils will use Google Classroom to submit work and teachers will feed back.

Teachers will contact parents directly where it becomes apparent that children are not engaging and will offer support as necessary.

Members of staff will make regular pastoral phone calls to families of children not currently in school. Where the school knows that a pupil is experiencing difficulties, these calls may be frequent. Where a pupil is submitting learning, attending live sessions and interacting with their teacher daily, these calls may be less necessary. Whilst these will be casual conversations about how children are getting on they will provide an opportunity to discuss any difficulties children might be having which can be communicated to the class teacher.

Children are able to message their teachers each day, via Google classroom. The teacher will respond as soon as possible. (Teachers who are on teaching rota for Key Worker children will not be able to respond to children's daily comments as regularly during that week. Teachers will make parents aware when they are on rota).

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 assess and provide feedback via Google Classroom.
- Teachers will comment on pupil's work as much as it is feasible to do so. This may be in specific work-related comments, annotation or feedback on common mistakes to the class.

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:

Teachers will contact and work with individual families as necessary to ensure that appropriate and accessible work and support is provided.

Work set on Google Classroom will provide a range of activities to support, consolidate and provide challenge in the learning.