



# All Souls' Catholic PRIMARY SCHOOL

## Remote Learning Programme

January 2021

## **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?**

During the current National Lockdown all pupils, whether in school or learning remotely from home, will access teaching and learning in the same way where possible, via recorded lessons and online tasks.

When schools reopen fully and all children return to school, the provision will change if some children have to remain at home because they have to self-isolate for a period of time. In the first instance, work will be emailed to the parent. This will reflect the work being completed in the classroom and also consolidation of work previously studied. We are currently prioritising all aspects of English, maths, and RE and where appropriate, work in other subjects.

#### **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 aim to 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. Children will access teaching and learning in the same way where possible, via recorded lessons and online tasks.

### **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:

EYFS (Nursery & Reception)	Early Years is very much about learning through play and exploration; therefore, the work set will be incorporated into your daily activities.
Key Stage 1	<p><b>3 hours daily</b></p> <p>The daily curriculum for KS1 will include 3 recorded lessons (aspect of English, maths, one other subject) written tasks, practical, physical and well-being activities.</p> <p>We acknowledge that 3 hours is the DFE expectation but for some children this may not be appropriate and do not want parents to get anxious about the time element. We encourage you to discuss this with the class teacher (initially via email) if you are concerned.</p>
Key Stage 2	<p><b>4 hours daily</b></p> <p>The daily curriculum for KS2 will include 3 recorded lessons (aspect of English, maths, one other subject), written tasks, practical, physical and well-being activities.</p> <p>We acknowledge that 4 hours is the DFE expectation but for some children this may not be appropriate and do not want parents to get anxious about the time element. We encourage you to discuss this with the class teacher (initially via email) if you are concerned.</p>

## Accessing remote education

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

**EYFS:** Children will access remote learning via the school website. A list of tasks for the week can be found within the Home Learning tab. Children's work will be uploaded using the Tapestry platform.

Those children who remain at home will receive a weekly phone call from a member of their teaching staff.

Reception: virtual story-telling sessions, together with some recorded phonics lessons.

**KS1 & KS2:** Google Classroom is the digital platform used by KS1 & 2. Each child has been set up with their own individual login to access Google Classroom.

Teachers will post recorded lessons, related tasks, tasks for other subject areas & support sheets on the platform. Children are expected to upload their work very regularly. Teachers will access this and provide feedback to the child.

**Reception – Y6:** All year groups will have live virtual informal meets with their class at least once each week. (Depending on the age of the children, the class might be split into smaller groups so as not to overwhelm some children)

## 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 parents were invited to contact school if they did not have the appropriate technology to access remote learning. Children needing support in this have been identified and have received school laptops to loan throughout lockdown.
- There is no need to print materials. Each child was issued with two workbooks in which they can complete their work. In order to submit their work, they can take a photograph and upload this to Google Classroom.
- The school has created a series of 'How to' videos to support parents in the technical use of Google Classroom. These can be found on the school website by following Home Learning > Help with Google Classroom.
- If data or broadband is an issue, we have many pre-loaded sim cards that we can distribute. We can also access data through a BT hotspot scheme if you do not have a broadband connection in your house.
- If parents have any issues with online access or accessing Google Classroom, we invite them to contact Mr Youson [robert.youson@allsoulsschool.co.uk](mailto:robert.youson@allsoulsschool.co.uk)

## How will my child be taught remotely?

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

- recorded teaching (e.g.video/audio recordings made by teachers, White Rose Maths, Oak National Academy lessons)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- set tasks related to recorded lessons and other curriculum areas
- children have been provided with workbooks in order to complete written work
- live class prayer services via Zoom led by the class teacher/ Parish Priest
- children may be asked to access some live PE lessons hosted by the school
- 1:1 live reading sessions with a teaching assistant for those children who need particular support in reading
- 1:1 drop ins with the class teacher or TA for those children who are struggling with work, motivation, well-being
- 1:1 session with the Speech and Language therapist for those children requiring most support in this area. Unfortunately, at this time we are unable to support all children.
- live catch-up session for the class to meet, share experiences and have fun
- phone calls for those children who remain at home and require the support of our school counsellor Mary Morris

## 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?

#### Pupil Engagement:

- It is expected that children do their very best to access all the lessons and complete the work set to the best of their ability.
- Pupils are expected to adhere to school guidelines and policies eg IT & social media use (inc reporting anything that worries them or they know is not acceptable), handwriting & presentation
- Pupils must engage with all teaching including recorded lessons, class drop-ins and complete set tasks.
- Children are expected to upload evidence of the work they have completed on Google Classroom.
- We ask that children let their teacher know if they are struggling or worried about work or anything else.

#### Parental Support:

- Parents are very much encouraged to ensure there is a set routine, similar to that of the school day i.e set start time, scheduled break & lunchtime, physical activity breaks, session times for lessons, go to bed at an appropriate time, restricting use of devices.
- Parents should ensure an appropriate learning environment is created in which the child can work eg TV should be turned off, they should not have access to games consoles whilst engaging/completing school work, they should work at a table.
- Parents should continue to hear their child read at home several times each week. Whilst we realise children may not have access to school reading books; they can read other appropriate fiction/non fiction books you may have at home, there are several websites offering free access to reading books eg <https://home.oxfordowl.co.uk/reading/free-ebooks/>  
<https://www.getepic.com/> (parents can access a free 30 day trial)  
<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>  
<https://www.amazon.co.uk/kindle-dbs/hz/subscribe/ku?tag=stoagetoiroag-21&shoppingPortalEnabled=true> (free 2 month trial)
- Parents should be contactable during the school day and return missed calls/reply to emails
- Parents should inform the school if their child is ill and unable to access Remote Learning/complete work
- Parents should contact the class teacher if they have any concerns regards their child's well-being.

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

- EYFS teachers can view photos parents post of their child's play, work, activity etc. In this way teachers can monitor learning through play, well-being and identify next steps which they can then communicate to the parent.
- Through Google Classroom, KS1 & 2 teachers can track, monitor and view the work completed and submitted by each pupil and whether they met the deadline. Teachers can also track where work/tasks are missing
- Teachers complete a register of children's attendance during live drop ins, any planned 1:1 sessions etc SLT have access to this register and can see insufficient engagement or patterns of continuous absence.
- Teachers monitor engagement on a daily basis and report concerns to the SLT
- Where a pupils' engagement in remote learning is becoming a concern:
  - a member of the child's teaching staff will make a phone call to discuss this with the parent and establish the cause. It may be that some low level support is offered to the child or parent in order to ensure engagement.
  - if engagement in remote learning continues to be a concern, a member of the SLT will undertake a doorstep visit/contact the parent to discuss this further and be explicit in the expectations. An action plan of support and expectations will be agreed and emailed to the parent. The plan will be monitored very closely by the school.
  - if engagement does not improve and the level of concern increases, the school will request that the child attends school on a daily basis, providing the school can safely accommodate them. If a parent refuses this then the school will seek advice and support from the Local Authority Early Help Co-ordinator.
  - The school can advise and support in the behaviour management of a child refusing to complete work but ultimately this is the responsibility of parents. Members of staff, trained in Triple P and Mary Morris (school counsellor) can offer parents support if they are struggling to manage their child's behaviour.

## 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: eg whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods. Our approach to feeding back on individual pupil work is:

- Teachers view and 'mark' most work submitted by children, attaching feedback comments. The child will be notified that their work has been marked and they can view the feedback. If the teacher requires work to be amended, improved or revisited, this should be done and the child should then resubmit the work.
- Teachers will set quick tests, quizzes etc to gauge the level of understanding based on certain learning objectives.
- For those children learning in school, teaching assistants will feedback to the teachers on how individual children coped with their learning for the day.
- Teachers will continue to recognise exceptional effort/participation/quality of work etc and award the weekly superstar to a boy & girl in their class. This will be announced during a whole class live session.

## 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 experiencing SEND may be invited to attend school full time depending on the nature of their need. This is the school's decision.
- Teachers differentiate tasks to meet the needs of children of different abilities.
- Children with SEND will be offered a package of support from:
  - some form of daily contact with a member of school staff
  - two live 1:1 intervention sessions each week
  - two or three 1:1 catch ups with their teacher or teaching assistant
  - two 1:1 reading sessions with a teaching assistant
  - 'tailored tasks' will be devised where they complete elements of whole class tasks
  - additional resources will be posted on Google Classroom or if tactile resources are required, the school will loan these to children and staff will deliver them to the house
  - speech and language intervention may be available to some children who previously benefitted from this support in school
  - the support of the school counsellor to raise self-esteem, motivate etc

## 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 teachers are working in school teaching the majority of pupils in the usual way, unfortunately they will be unable to produce their own recorded lessons.
- The child may be signposted to recorded lessons by other providers that correspond to lessons being delivered in school (Oak Academy, White Rose, BBC). Children will also be directed to TT Rockstars, SPAG.com etc.
- Tasks will be set by the teacher on Google Classroom and any additional resources, information, scaffolding will be posted.
- The child should complete tasks and upload them on to Google Classroom, where appropriate they will then be 'marked' by the teacher and feedback will be made available to the pupil.
- The teaching assistant / teacher will phone the child twice each week and if necessary, a 1:1 Zoom will be arranged.