



ST ALPHONSUS'
CATHOLIC PRIMARY 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 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 on the first day or two of pupils being sent home?

Google classroom is the platform we use to provide remote learning for Years 2-6, with Year 1 using Purple Mash and EYFS Tapestry. Whilst every endeavour will be made to offer live learning immediately, your child may have to access work set by teachers on google classroom in the first couple of days whilst live learning is set up.

Staff will be available online, on all platforms, to support.

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. For example, practical Science, Music sessions, PE etc.

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	We aim to set work that is of equivalent length to the teaching pupils would receive in school each day, approximately: 2-3 hours EYFS 3 hours KS1 4 hours KS2
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Accessing remote education

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

All live lessons and remote work for Years 2-6 are accessed through your child's Google classroom. Instructions on how to access your child's Google Classroom can be found by clicking on the following links:

<https://youtu.be/-YixfgcjbW8>

https://drive.google.com/file/d/1UdUAPL_YHGOCP3-c6DqH5HD32TiPh3CQ/view?usp=drive_sdk

https://drive.google.com/file/d/1H9TKMStadF2p5-Od5dhGoGaiUqYKVpLO/view?usp=drive_sdk

Year 1 are accessing Remote Learning through Purple Mash - logins have been provided for all children in their diary.

EYFS remote learning is through the Tapestry app which parents have been instructed to download and to create logins.

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:

Please inform the school via the live 'ICT Requirement Need' form

(<https://forms.gle/351119QMzmKpj6GL9>), via the enquiries email (enquiries@stalphonsus.npcat.org.uk) or via telephone (01642 243400) if your child is unable to access a laptop or tablet or if you are unable to connect to the internet.

- When available, devices will be issued on an Equipment Loan Agreement in accordance with the NPCAT Policy
<https://drive.google.com/file/d/1NGr7I7YJVnnqCwoQWJxYNkV3nQbBZw59/view?usp=drivesdk>
- Also, please inform school if your child requires paper-based / printed learning as they are unable to access online resources, we will provide these.
- Work should be returned to school for marking and further work will be supplied.

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:

- live teaching (online lessons)
- recorded teaching (e.g. video/audio recordings made by teachers and other good quality and relevant recorded resources)
- Powerpoint presentations, including some audio Powerpoints presentations
- printed paper / resource packs produced by teachers (e.g. workbooks, worksheets, maths practical resource tools, whiteboards)
- textbooks and reading books pupils have at home
- Subscription online learning resources
- 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?

NPCAT Parent responsibilities

- I will ensure that the device that my child is using is safe and avoids disruption to the lesson through unsolicited pop-ups and exposure of any personal data. All

notifications on the device will be turned off.

- I will ensure that there are no other persons other than my child in the session. I understand that I must not join the session, unless I have been requested to do so in advance of the meeting, by the person delivering the session.
- I will ensure that the environment that my child is having the lesson is safe and that there is no risk to my child.
- I will ensure that my child has no means of having a conversation with external persons, other than the teacher or other participants in the lesson.
- I will ensure that my child will not be able to have a telephone conversation with another person or have access to social media platforms during the lesson.
- I will ensure my child does not record any part of the lesson.
- I understand that the expectations on my child's conduct are the same as if the lesson was taking place in a school setting and I will ensure that my child acts in accordance with the school behaviour policy and teacher expectations for the virtual lesson.
- Where there is non-compliance or misconduct in a lesson by my child, I understand that my child may be subject to sanctions in accordance with the school behaviour policy.
- I will ensure that my child will be appropriately dressed.
- If I have concerns about any aspect of a lesson, I will contact the school directly to discuss it and not raise issues during the lesson itself.

NPCAT Pupil responsibilities

- I will ensure that my device is safe and avoids disruption to the lesson through unsolicited pop-ups and exposure of any personal data. All notifications on the device will be turned off.
- I will not use mobile phones or social media platforms during the lesson.
- I will not record any part of the live streaming lesson.
- I understand that the expectations on my conduct are the same as if the lesson was taking place in a school setting and I will act at all times in accordance with the teacher expectations during the lesson.
- I will ensure that my conduct is compliant to the teacher's requests at all times and I understand that if I am non-compliant that I may be subject to sanctions as part of the school behaviour policy.
- I will be appropriately dressed.
- If my account is not working, for example, I have a problem accessing the school webmail or I get locked out and no solution can be found, I will not contact the teacher directly, but will contact the school administration office.

- I understand that if I feel unsafe at any time during the lesson, I must report this to the teacher immediately.

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

- Teachers will be checking pupils' engagement with 'live' lessons, daily.
- Teachers will be checking pupils' engagement with remote learning, as a whole, at least weekly and will inform parents immediately where engagement is a concern.

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 regularly assess how well pupils are progressing through the curriculum using questions and other suitable tasks and will provide regular feedback using digitally facilitated or whole-class feedback where appropriate.
- Teachers will use response to questions or assessments to adjust the pace or difficulty of what is being taught, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding.

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:

- For pupils with SEND, their teachers are best-placed to know how the pupil's need can be most effectively met to ensure they continue to make progress even if they are not able to be in school due to school closure or self isolating.
- We will work collaboratively with families, putting in place reasonable adjustments

as necessary, so that pupils with SEND can successfully access remote education alongside their peers.

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?

At this current time we are in a period of full national lockdown, therefore remote education as described above applies to all pupils working remotely.