



## 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 during the first day or two of pupils being sent home?

*Google classroom is the platform we use to provide remote learning. 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.*

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?

*Children at home will be given the same access to the curriculum as they would in school where we can do so. This will also be age appropriate to the child.*

*Key Stage 2*

*Children will engage in live lessons from 8.45am each morning. Live and recorded lessons will be scheduled throughout the day on Google Classrooms. The teacher or teaching assistant will be online throughout the sessions for feedback and questions. They will be taught reading, writing and maths each morning and a range of curriculum subjects each afternoon.*

*Children will also engage in daily prayers, stories, collective worship and Mass with the Parish of Blessed Nicholas Postgate.*

*Adaptations will be made in art and DT so the children have the resources they need at home.*

*During PE lessons, they will be provided with alternative home learning PE suggestions including recorded sessions delivered by our sports coach in school.*

*Reading - children will have access to MY-On reading books and reading quizzes.*

### **Key Stage 1**

*Children will engage in a mixture of pre recorded lessons and live lessons. Phonics teaching will be a priority and these sessions will be live using the schools Letters and Sounds phonic scheme. Children will use online Big Cat reading books and online reading records which parents can share with teachers.*

*Children will engage in a daily Google Meet on Google Classrooms where they will engage in prayers, reading stories aloud, counting, number work, music and singing.*

*Adaptations will be made in art and DT so the children have the resources they need at home.*

*During PE lessons, they will be provided with alternative home learning PE suggestions including recorded sessions delivered by our sports coach in school.*

### **EYFS**

#### *Reception*

*Reception children will use tapestry to engage in pre-recorded sessions with a focus on the teaching of phonics and early number. Activities will be set to support the prime and specific areas of learning.*

*Children will engage in a daily Google Meet on Google Classrooms where they will engage in prayers, reading stories aloud, counting, number work, music and singing.*

#### *Nursery*

*Google classrooms will be set up to reflect a nursery session and can be accessed at any point during the day from 8.45am. To help maintain a routine there will be a wake up and shake up session, phonics phase 1, number work, craft activities and stories. A google meet will be offered twice a week.*

## 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	Key Stage 1 - 3 hours daily Key Stage 2- 4 hours daily
Secondary school-aged pupils not working towards formal qualifications this year	<i>Not applicable</i>
Secondary school-aged pupils working towards formal qualifications this year	<i>Not applicable</i>

## Accessing remote education

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

*All live lessons and remote work 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 link:*

<https://smartfile.s3.amazonaws.com/npcat-sttherese/uploads/2020/03/How-to-access-Google-Classroom-Parent-and-Child.pdf>

*For any further information please contact your child's class on the year group email or follow advice on the school website.*

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 school via the enquiries email or via telephone if your child is unable to access a laptop or tablet or if you are not able to connect to the internet.*

[enquiries@stbenedicts.npcat.org.uk](mailto:enquiries@stbenedicts.npcat.org.uk)

01642 495770

- *Class teachers will also contact parents to discuss their requirements if the child is not*

*accessing remote learning.*

- *School have 22 Chrome books to allocate to parents as well as iPads. Google Classroom can only be accessed through the web browser.*
- *Parents are asked to inform school where they require internet access by completing the google form 'Increasing data allowance on mobile devices' . St Benedicts will make use of the DfE access to mobile data and 4G dongles to those who are eligible*
- *Paper packs of work will be provided where parents do not have access to online learning. SEND children will be provided with work on coloured paper and overlays / slope boards or any other resources needed to support their learning.*
- *Pupils will be asked to email work to the year group email or scan work into Google Classrooms for teachers to provide feedback. Teachers will mark and provide feedback for this work, between 8am and 5pm each weekday via Google Classrooms and 'mote' will be used for verbal feedback.*

## **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:*

*EYFS*

- *Pre recorded Phase 1 , 2 & 3 phonic sessions*
- *Stories read aloud*
- *Big Cat Collins e reading books ( phonetically matched to children's reading level)*
- *Google meets*
- *live teaching (online lessons)*

*KS1*

- *Pre recorded and live Phase 4 &5 phonic sessions*
- *Big Cat Collins E- reading books ( phonetically matched to children's reading level)*
- *White Rose Maths resources*
- *SEND support - 2:1 sessions with TA depending upon needs of child*
- *Come and See teaching resources RE*
- *Ten:Ten resources for Collective worship*
- *Remote access to play therapy sessions or socially distanced sessions in school*
- *recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)*
- *BBC remote learning*

*KS2*

- *Accelerated reader and My On reading resources KS2*

- *printed paper packs produced by teachers (e.g. workbooks, worksheets)*
- *textbooks and reading books pupils have at home*
- *Class reads*
- *recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)*
- *Internet research*
- *Ukulele and singing sessions*
- *KS2 worship through song*

## 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?

- *Daily checks on pupil's engagement in remote learning through registration and work completed.*
- *Where a child is not engaging in learning the teacher or TA will contact the parent and talk through barriers to learning e.g. technology , resources and school will make their best efforts where reasonably practicable to provide resources and support.*

## **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 provide regular feedback and support through high quality questioning, explanations and comments. This may be whole class feedback or individually as required and always carried out in a confidential way. Verbal feedback will be provided on Google Classrooms using . In addition, the following methods will be used to assess children's learning.*

- *Reading - online quizzes, teacher questioning , comprehension*
- *Spelling tests online*
- *Times tables rockstars*
- *Daily 5 a day maths*

*Teachers will also ensure assessments inform the children's learning and where necessary adjustments are made to increase the support or challenge for individual children.*

## **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 and the schools SENDCo are best-placed to know how the pupil's needs can be most effectively met to ensure they continue to make progress.*

*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.*

- *In KS2 children will access whole class sessions, following the session they will then be provided small group work in a breakout room with another staff member to support learning and explain tasks. Activities will be differentiated as outlined in the pupils provision maps.*
- *In KS1 phonics sessions will be directly allocated to children and support offered from a teaching assistant.*
- *Remote interventions will continue to be delivered e.g Code X, Toe by Toe, Letters and Sounds interventions, Five minute number box*
- *Children with an EHCP are encouraged to attend school*
- *Where a child requires additional resources e.g coloured paper. Visual overlays, pencil grips these will be provided.*

## 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.*