

St. Mary's Catholic Primary School, Penzance



Remote Learning Education

## **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?**

Communication about online learning will be provided to parents via Dojo or Tapestry for EYFS.

At the beginning of the period a timetable will be uploaded onto Dojo class page to show the lessons for the week, the time allocation expected for each session, where the work can be uploaded and if the work will be introduced and taught live or with a recorded teacher video.

Each day the class teacher will upload a short 2 minute recorded video explaining in further depth the work for the day

### **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 teach the same curriculum remotely as we do in school.

### **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 and Key Stage 1	3 hours a day
Key Stage 2	4 hours a day

## **Accessing remote education**

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

The children will access their sessions through their Google Classroom login or Tapestry for EYFS.

Logins can be found on the pupils individual Dojo account.

### **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 are to message the teacher directly on Dojo if they do not have access to a laptop or tablet. The school will give a time for a device to be picked up from school and an agreement signed. Where families are isolating, a device will be dropped to your home and an electronic agreement can be uploaded to the school.
- The school can request for an increase in mobile data or for a 4G wireless router where pupils are facing disruption due to lack of internet access
- Teachers will not provide any work that requires printing of materials
- Pupils without online access will be provided with paper copies of the work that can be collected from school or in the case of isolating, this will be posted or dropped off to your home

## 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) – there will be a minimum of three live lessons a week
- recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers) – these will take place on the days where there is not a live lesson
- printed paper packs produced by teachers (e.g. workbooks, worksheets) – exercise books and work packs are arranged for pick up where pupils do not have access to a laptop or tablet or need paper to work on
- pupils in KS1 have access to ActiveLearn with a range of allocated books provided by their class teacher. KS2 can use Accelerated Book Finder to see if books they have at home or can access on Oxford Owl match their Accelerated Reader level. The school enables the children to quiz at home so they can still access Accelerated Reader
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences – where appropriate for support teachers will upload these as part of lesson research

## 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?**

- Pupils are expected to engage daily with the online learning and this will be monitored daily by class teachers
- Where a pupil is struggling the access the work provided or is unable to complete work, parents will be expected to communicate with the class teacher who can offer support and guidance so the pupil does not fall behind in their learning

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

- Pupil engagement will be checked by the class teacher at the end of every school day and a record will be kept by the school
- Where there is a concern and a pupil has not engaged, the teacher will in the first instance message parents/ carers to see if any support is required. Failing further engagement, the class teacher or a member of SLT will conduct a phone call home

## **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 within their live lessons by way of instant verbal feedback
- All classes provide a recall math exercise at the beginning of each session – what I learnt last year, what I learnt last term, what I learnt last week and what I learnt yesterday
- Evaluative feedback is provided privately via Google Classroom on one piece of work a day, as a minimum. Acknowledgment of submission of work is provided on all work submitted

## **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:

- The schools SENCo and class teacher communicate twice weekly with families and liaise with external services where needed.
- Class teachers provided differentiated learning tasks and with the support of 1:1 staff and teaching assistants online small group interventions take place
- Class teachers follow pupils pre-key stage small steps progress as outlined in their individual record of need.
- EYFS pupils are taught through a mixture of live lessons, recorded sessions and educational resource videos. This is provided through Tapestry.

## **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?**

During the first day of isolation the pupil will be provided with work uploaded onto Google Classroom. From the second day, the pupil will have access to live lessons and work uploaded as they would during a full lockdown.