

**SS Peter & Paul's Catholic Primary School**

**Mawdesley**



**Remote Learning**

**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?**

Remote education at SS Peter & Paul's will combine a variety of approaches. Contact will be made by the HT and/or Class Teacher to establish a timetable for your child's remote learning and the logistics of how the work will be communicated.

### **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?**

Please see below some statements that may be helpful. In this section, please delete all statements that do not apply, and add details if appropriate:

- We teach the same curriculum remotely as we do in school.
- The Teachers will use their discretion to move some topics around. Some subjects lend themselves to being taught remotely and teachers may, for example, teach a topic originally planned for the summer term in the spring term.
- As far as possible the same curriculum and the same sequence of lessons will continue.

## 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:

Key Stage 1	Approximately 3 hours.
Key Stage 2	Between 3 and 5 hours.

## Accessing remote education

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

Work will be shared using Purple Mash or via e-mail to parents. Teachers will also use elements from the Oak Academy lessons and BBC Bitesize where appropriate. Where appropriate staff will engage with the children via Zoom sessions on a weekly basis.

When assigning tasks to the children the staff will keep in mind the extent to which certain tasks are appropriate for certain children and will vary provision as appropriate.

### 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:

We recognise that some pupils may not have suitable online access at home. We will take the following approaches to support those pupils to access remote education:

- Where children do not have a device the school will endeavour to secure a device to loan to the family.
- Where a device is not available, the option of a 'hard copy' of lesson materials will be made available.

## **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 used at SS Peter & Paul's:

- live teaching (online lessons) via Zoom or Teams.
- recorded teaching (e.g. Oak National Academy lessons, BBC Bitesize video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- long-term project work and/or internet research activities in relation to the curriculum grid for each age group.
- access to online reading books for developing readers and to assist with phonics practice.

## **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?**

- Children should access curriculum work each morning and adhere, as far as possible, to the submission dates set by the teacher.
- The children should work through the work set for each day and make a note of any problems that can then be shared with the class teacher via a comment when the work is submitted, e-mail or telephone.
- Work should be completed and presented to the highest possible standard that can be achieved whilst working at home.
- Younger children may need some support from parents at home. Tasks will be designed to recognise that some families may have more than one child at home and parents may also be working from home.

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

Teachers will keep a record of those children who are returning work via the online platform. Where no work is being submitted they will seek to support the children and family making contact via e-mail and/or telephone.

Where teachers have concerns about levels of engagement they will speak with you as parents and seek to find a solution. At all points, the Head teacher will be kept informed.

## **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:

Feedback for completed work will be given in a variety of ways including marking through the online platform, via e-mail or through telephone calls where necessary. Feedback to individual children will not be given during whole class Zoom or Teams meetings.

Children will also receive rewards, certificates and other praise at various times from the Head Teacher.

## **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 teacher will, in the first instance, set work considering the individual needs of your child.
- Where your child is struggling, the class teacher will be in touch to seek ways to better meet the needs of your child.
- Where we feel that online education is not appropriate, a more suitable medium will be explored.
- Children will continue to have access to support from their teacher and the Head Teacher.
- Children with Educational Health Care Plans (EHCPs) can, in every case, have a place in school. In this instance provision in school will not necessarily be the same as remote education and will follow what is set out in their EHCP as far as possible.

## **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 the class is still in school, the teacher will not be able to both teach live online and in school at the same time. They will be on hand to assist the child at pre-arranged times throughout the school day.

In this instance, work will be set via the appropriate platform the night before with enough explanation for the child to be able to complete the work independently. If possible, the teacher will make contact with the child during the course of the day to ensure they know what they are doing.