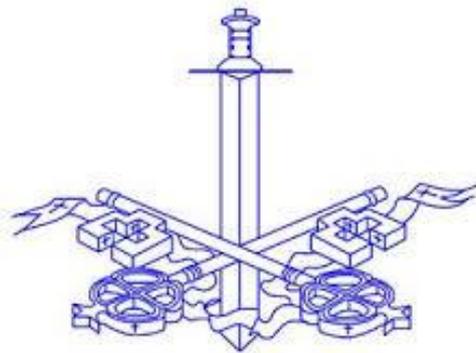


**Ss. Peter & Paul  
Catholic Primary School**



**Remote Learning Provision**

**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?

In the first few days of remote education, children will access **The Oak National Academy online learning** resources for Maths, English and a Topic per day equating to 3 hours per day as per DfE guidance at that point.

Oak Academy is backed by The Department for Education and their online classroom has 10,000 video lessons created by teachers, which are available free on [www.thenational.academy](http://www.thenational.academy).

Children can access Oak's online classroom on any device and they do not need to log in or remember a password. A trained teacher delivers each of Oak's lessons, over a pre-recorded video. It is made clear at the start of each session any basic materials needed, such as pens, paper, etc. The lessons are designed to need minimal supervision, although this will depend on the age of the child.

Staff meanwhile will ensure all pupils login details, usernames and passwords to the learning platform 'Google Classroom' are set up and working. Each learning platform class page will have a parent guide setup to explain how to access and upload work. Pupils struggling to access Google Classroom will be issued with exercise books and paper copies of the work.

### 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 wherever possible and appropriate but with adaptations to Physical Education as equipment and space may not be available at home.

## 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:

Foundation Stage 1 3-4 year olds	• Children will spend about 1 hour each day engaged in activity packs focused on counting, fine motor skills, phonics and craft, delivered to
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	families. There will be Google Meets for story times access to Cosmic Yoga
Foundation Stage 2 4-5 year olds	<ul style="list-style-type: none"> <li>• Children will spend about 3 hours of learning each day focused on phonics, maths, English and other key areas of learning.</li> <li>• Learning will be largely through structured play and organised for the week into 'chunks' in a shared time table.</li> <li>• Time spent will be dependent on the activity and level of engagement</li> </ul>
Key Stage 1 (5 – 7 year olds)	<ul style="list-style-type: none"> <li>• A timetable of 4 hours' work will be set each day with teaching and learning focused on core areas and topic/foundation subject.</li> <li>• Time will also be spent on other aspects of learning such as well-being activities.</li> </ul>
Key Stage 2	<ul style="list-style-type: none"> <li>• A timetable of 4 ½ - 5 hours of work will be set each day with teaching and learning focused on core areas and topic/foundation subject.</li> <li>• Time will also be spent on other aspects of learning such as well-being activities.</li> </ul>

### Accessing remote education

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

- Google Classroom - used as online learning platform across all phases
- Activity packs and resources are also prepared for EYFS

#### 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:

##### Access to digital devices:

- The school received a limited number of laptops from the DfE Scheme which have been loaned out to children who do not have a suitable device at home for remote learning. Laptops have also been loaned to families with more than two children at home in need of electrical devices. Audits completed in the autumn term informed school of families potentially needing devices. Enquiries were made via phone calls, emails to and from parents making requests and families notified on how to collect these.
- The school has also loaned out a limited number of tablets received from Wirral Laptops Donations
- Parents were made aware of how to access remote learning via X-Box, play stations, smart TVs

##### To access internet connection such as broadband for remote learning:

- Telephone Cards were distributed where requested to families needing additional data to connect free to the internet.

##### Access to printed materials needed if children do not have online access

- Families can contact school if needed for learning packs.
- Resource packs to support home learning have been delivered to each child in F2.
- All KS1 pupils have received exercise books delivered to their homes. Families can also access packs from the School Office

##### How pupils can submit work to their teachers if they do not have online access

- School autumn audit show pupils have devices and online access however, where it is noted children have not engaged with remote learning, phone calls are made to parents to offer support and guidance.
- We have ensured that all parents have online access. F2 families can return completed work when collecting latest learning packs.
- Learning packs prepared and delivered to families for children not engaging with online learning
- Parents have access to answers to the work to support them with feedback to their children

### **How will my child be taught remotely?**

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

- Each class group has a live feed at the start of the day (where possible) when the teachers will meet, greet and register pupils, say morning prayers and clearly set out timetable with learning tasks for the day. This is an opportunity for a general feedback response on the previous day's learning to guide progress and address any misconceptions. Live feeds are staggered to support families where pupils have siblings in other classes
- Recorded teaching (e.g. Oak National Academy lessons, White Rose Mathematics, Phonics Play, Phonics with Ruth Miskin, Time Tables Rock Stars, ReadTheory, video/audio recordings made by teachers)
- Printed paper packs (e.g. workbooks, worksheets) are prepared by teachers if children do not have online access. Blank exercise books sent to all KS1 pupils to record responses to work accessed on line; work is photographed and uploaded for feedback from teachers; and reading books pupils have at home
- Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences such as Joe Wicks, BBC.

### **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?**

- Parents/carers asked to provide child with basic stationary for work that will not be completed digitally and where possible, a quiet space to complete work with limited interruptions. This will help children engage better with home learning and complete the learning tasks set for the day.
- Make sure the children are ready to access Goggle Meet in the morning and that they are dressed appropriately to be on screen.
- Registration will be taken in Google Meet in the morning.
- Encourage them to keep to their day's schedule completing as many of the tasks set out by their teacher.
- Plan breaks and exercise between lessons and through the day to help keep your child active. Children should also have breaks from screen time to read books etc.
- Support younger children in accessing online materials and staying focused with their remote learning and encourage older children to work independently and seek support when needed
- Encourage children to present work to the best of their ability using the appropriate stationary.
- Photograph and upload completed work to Google Classroom to receive feedback.

- Email the year group teachers for further support if your child is struggling or not engaging with their learning
- Give children plenty of positive encouragement and praise for their efforts, and when they have completed their tasks.

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

Teachers will take a register during Google Meet in the morning and feedback given in the Learning Platform for work that is submitted. We will contact parents/carers to discuss how we can support if children are not engaging with their remote learning. Where needed, paper copies of work will be prepared for collection from school or distributed to homes.

### **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 will be given daily, as far as possible, on work completed and uploaded via Google Classroom. Firstly, direct feedback on work submitted by the children with a general comment.
- For older children in UKS2, verbal feedback will be given out to all pupils in the google meet if misconceptions occur or a general comment if needed. If submitted work needs to be adapted, comments will be attached and work resent to the pupils.
- Staff will ask younger children to look again at certain aspects of submitted work but teachers will not expect work back again due to workload for children and parents/carers. Written feedback will be given to 'at least one' piece of work per day rather than for every piece of work, but staff will endeavour to give as much feedback as possible for maths and English and a short comment for topic when appropriate.
- Any work submitted after 7:00pm will be acknowledged but written feedback not always given.

### **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:

- Teachers and SENDCo will provide work that is appropriate for children with SEND. In some instances, this may be work accessed from the previous year group while other children may receive specific activities that will support them to meet their targets.
- Paper packs with printed and differentiated activities will also be provided to make learning more accessible for the children and encourage independent work.
- Regular email/phone contact with parents/carers of EYFS pupils and catch-ups via Google Classrooms with the children will also take place

### **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?**

Children who need to self-isolate outside of lockdown or school closures will access the Oak Academy sequence of learning. There won't be daily Google Meets sessions. Paper packs will be provided where needed. During lockdown/school closures, children will receive the same provision.