

HOLY FAMILY CATHOLIC PRIMARY SCHOOL



Remote Learning Statement

'Living, Loving and Learning as followers of Jesus Christ.'

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**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. Further information can be found on the Remote Learning Sections on our website and in our Remote Learning Policy.

#### **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?**

During the current National Lockdown all pupils, whether in school or learning remotely from home, will access teaching and learning in the same way where possible, via live lessons, recorded lessons (eg WhiteRose/RWI/Oak Academy) and online tasks.

When schools reopen fully and all children return to school, the provision will change if some children have to remain at home because they have to self-isolate for a period of time. In the first instance, work will be uploaded to Google Classroom or emailed to the parent. This will reflect the work being completed in the classroom and also consolidation of work previously studied.

## 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 may need to make some adaptations in some subjects. Children will access teaching and learning in the same way where possible, via tasks set on Google Classroom and through a blended approach of live and recorded lessons and online tasks.

## 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:

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Reception   | Early Years is very much about learning through play and exploration; therefore, the work set will be incorporated into your daily activities. This will include some daily phonics and number work and additional tasks will be set around the key areas of learning.                                                                                                                                                                                                                                                                                   |
| Key Stage 1 | <b>3 hours daily</b><br>The daily curriculum for KS1 will include 3 lessons (an aspect of English/phonics, maths and one other subject). In addition, a basic skills daily starter, spellings and reading). Additional practical/physical tasks may be set.<br><br>We acknowledge that 3 hours is the DFE expectation but for some children this may not be appropriate and do not want parents to get anxious about the time element. We encourage you to discuss this with the class teacher (initially via email) if you are concerned.               |
| Key Stage 2 | <b>4 hours daily</b><br>The daily curriculum for KS2 will include a 4 a day activity (basic skills revision), English, maths and at least one other subject. In addition, reading lessons, written tasks, practical, physical and well-being activities will be uploaded.<br><br>We acknowledge that 4 hours is the DFE expectation but for some children this may not be appropriate and do not want parents to get anxious about the time element. We encourage you to discuss this with the class teacher (initially via email) if you are concerned. |

## Accessing remote education

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

**EYFS:** Children will access remote learning via Google Classroom. A list of tasks and clear explanations and resources can be found within the daily Google Classroom assignments. Children's completed work/photos/videos etc should be uploaded onto Google Classroom. Further activities are available on the class webpage. This is updated regularly.

**KS1 & KS2:** Google Classroom is the digital platform used by KS1 & 2. Each child has been set up with their own individual login to access Google Classroom. Teachers will post recorded lessons (WhiteRose/Oak Academy), related tasks, tasks for other subject areas & support sheets on the platform. Children are expected to upload their work every. Teachers will access this and provide feedback to the child.

**Reception – Y6:** All year groups will have live virtual meets with their class at least 4 times a week. (Depending on the age of the children, some classes will have 2 sessions a day, one in the morning and one in the afternoon)

## 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:

- All parents were invited to complete an online survey which indicated if they did not have the appropriate technology to access remote learning. Children needing support in this have been identified and have either received school devices to loan throughout lockdown or are provided with paper copies if that is their preference. Teachers regularly monitor pupil engagement in live sessions and with work submitted. Where there are gaps in attendance or work, families will be approached by staff to offer support with devices.
- There is no need to print materials. Teachers are trying where possible to produce documents that can be easily typed on using Google templates. Families have been offered exercise books in which they can complete their work. In order to submit their work, they can take a photograph and upload this to Google Classroom.
- The school has created a series of 'How to' videos to support parents in the technical use of Google Classroom. These can be found on the school website by following the link <https://www.holyfamilyprimary.com/remote-online-learning-1/>
- If data or broadband is an issue, we have many pre-loaded sim cards that we can distribute. We can also access data through a BT hotspot scheme if you do not have a broadband connection in your house. Parents have been notified by text and email regarding this and know to contact school so we can apply on their behalf if needed.
- If parents have any issues with online access or accessing Google Classroom, we invite them to contact the office for support.

## How will my child be taught remotely?

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

- Live Zoom sessions where (quantity and length are age/subject dependent)  
All details of these are shared with parents/children in advance on Google Classroom
- Recorded teaching (e.g.video/audio recordings) We make use of quality resources that mirror our direct teaching in school eg WhiteRose maths, RWI phonics, Oak National Academy lessons)
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences eg BBC Bitesize, Literacy Shed plus, Pobble 365, Espresso,
- set tasks related to recorded lessons and other curriculum areas
- children have been provided with workbooks in order to complete written work if needed
- children may be asked to access some specific PE lessons or activities set by class teachers
- 1:1 live reading sessions with a teaching assistant for those children who need particular support in reading
- 1:1 drop ins (phone calls or Zooms) with the class teacher or TA for those children who are struggling with work, motivation, well-being
- live catch-up session for the class to meet, share experiences and have fun

## 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?

#### Pupil Engagement:

- It is expected that children do their very best to access all the lessons and complete the work set to the best of their ability.
- Pupils are expected to adhere to school guidelines and policies eg Acceptable use, Online Safety (inc reporting anything that worries them or they know is not acceptable), handwriting & presentation
- Pupils must make every effort to engage with all teaching including live sessions, recorded lessons, class catch ups and complete set tasks.
- Children are expected to upload their completed work on Google Classroom.
- We ask that children let their teacher know if they are struggling or worried about work or anything else.

#### Parental Support:

- Parents are very much encouraged to ensure that where possible there is a set routine, similar to that of the school day i.e set start time, scheduled break & lunchtime, physical activity breaks, session times for lessons, go to bed at an appropriate time, restricting use of devices.
- Parents should ensure an appropriate learning environment is created in which the child can work eg TV should be turned off, they should not have access to games consoles whilst engaging/completing school work, they should work at a table.
- Parents should continue to hear their child read at home several times each week. Whilst we realise children may not have access to school reading books; they can read other appropriate fiction/non fiction books you may have at home, there are several websites offering free access to reading books

eg <https://home.oxfordowl.co.uk/reading/free-ebooks/>

<https://www.getepic.com/> (parents can access a free 30 day trial)

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>

- Parents should be contactable during the school day and return missed calls/reply to emails
- Parents should inform the school if their child is ill and unable to access Remote Learning/complete work
- Parents should contact the class teacher if they have any concerns regards their child's well-being.

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

- Through Google Classroom, teachers can track, monitor and view the work completed and submitted by each pupil and whether they met the deadline. Teachers can also track where work/tasks are missing.
- Teachers complete a register of children's attendance during live sessions, SLT/Safeguarding Team have access to this register and can see insufficient engagement or patterns of continuous absence.
- Teachers monitor engagement on a daily basis and report concerns to the SLT/Safeguarding Team
- Where a pupils' engagement in remote learning is becoming a concern:
  - a member of the child's teaching staff will make a phone call to discuss this with the parent and establish the cause. It may be that some low level support is offered to the child or parent in order to ensure engagement.
  - if engagement in remote learning continues to be a concern, a member of staff will undertake a doorstep visit/contact the parent to discuss this further and be explicit in the expectations.
  - if engagement does not improve and the level of concern increases, the school will request that the child attends school either full time or on a part time basis, providing the school can safely accommodate them. If a parent refuses this then the school will seek advice and support from the Local Authority Early Help Co-ordinator.
  - the school can advise and support in the behaviour management of a child refusing to complete work but ultimately this is the responsibility of parents.

## 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: eg whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods. Our approach to feeding back on individual pupil work is:

- Teachers view and 'mark' most work submitted by children, attaching feedback comments. The child will be notified that their work has been marked and they can view the feedback. If the teacher requires work to be amended, improved or revisited, this should be done and the child should then resubmit the work.
- Teachers will set quick tests, quizzes etc to gauge the level of understanding based on certain learning objectives.
- Teachers will continue to recognise exceptional effort/participation/quality of work etc and award the weekly achievement certificates. This will be emailed to parents each Friday and a short video announcing the winners on Google Classroom.

## 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:

- Children with SEND may be invited to attend school full time/part time depending on the nature of their need. This is the school's decision.
- Teachers will ensure lessons are inclusive for all pupils and can be adapted to account for the needs of disadvantaged pupils and pupils with SEND.
- All provisions for remote learning will be subject to the class group's age, ability and/or any SEND.
- Pupils with SEND or additional medical conditions who require more regular breaks, e.g. sensory breaks, are not expected to do schoolwork during their breaks.
- Teachers will monitor the academic progress of all pupils, including those with SEND and discuss additional support or provision with the SENDCO as necessary.
- Teachers will set work according to the needs of the pupil. This will be in the form of differentiated work to enable all children to access the remote learning at their specific level.
- Additional resources will be posted on Google Classroom or if tactile resources are required, the school will loan these to children and staff will notify parents when resources are ready for collection at the school office.
- Individual phone calls/video calls may be arranged by teachers/TAs to support individual children if required.

## 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?

- On the first day of isolation, if teachers are working in school teaching the majority of pupils in the usual way, children will be directed to the class webpages that have curriculum based activities relevant to the current units of work. Children may be signposted to recorded lessons and resources by providers that correspond to lessons being delivered in school (Oak Academy, White Rose, BBC Bitesize).
- On the second day of isolation and ongoing from then, tasks that mirror what is being taught in class will be set by the teacher on Google Classroom and any additional resources, information, scaffolding will be posted.
- The child should complete tasks and upload them on to Google Classroom, where appropriate they will then be 'marked' by the teacher and feedback will be made available to the pupil.