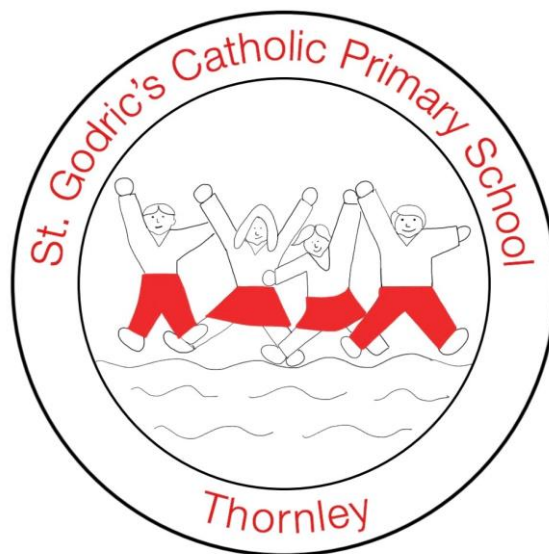


Remote Education Provision
St Godric's Catholic Primary School,
Thornley

Information for parents and carers

February 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?

Pupils will be able to access remote learning via Seesaw, and children will be sent home with remote learning packs, which will include the essential resources your child will need at home as they begin to access remote learning.

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?

As a school we endeavour to teach as closely as possible the same curriculum remotely as we do in school. However, we will make some adaptations to allow for longer completion time while your child is working independently.

We are also aware that some households are sharing devices between a multiple siblings and therefore our remote learning plan will take this into account.

Learning will be timetabled to include:

- daily maths sessions and tasks
- daily English sessions including SPAG activities for older pupils a
- Daily movement/exercise
- A range of other curriculum areas (1 per day)

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 2-3 hours per day depending upon age.
Key Stage 2	Approximately 4 hours a day.

Accessing remote education

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

Pupils can access remote learning via Seesaw. This is a platform that will allow parents and pupils to communicate directly with the class teacher. Work will be posted daily along with videos. Teams will be used to support teaching of the children in key stage 2. Your child may also be directed to other online resources like Lexia, TT Rockstarz and Mathletics.

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 whose child is eligible for a DfE funded laptop have been contacted and devices have been delivered. We have also identified other pupils who have found it difficult to access online learning due to a lack of devices at home. If you are struggling in this area, please contact the school office where we will endeavour to supply you with a device.

For parents who must use their own mobile data to access remote learning, we have a supply of sim cards from Vodafone which supply the user with 3 months worth of data. This can be used to 'hotspot' through to the learning device. Again, please contact the school office if you require a card.

We prefer pupils to access their learning remotely. This ensures ease of communication between pupil and teacher. If you are unable to do this, we can supply printed materials. This work can then be collected and, once completed, returned to school.

How will my child be taught remotely?

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

Learning is accessed by your child through Seesaw:

- Work is posted daily for all pupils, unless, your child is attending school.
- White Rose videos are accessible daily and are supported by pre-recorded videos made by the class teachers in upper key stage 2, and some other classes too.
- You are directed towards commercially available websites support learning.
- Feedback will be given to children on their work on a daily basis, unless you are notified otherwise.
- Pre-recorded videos are made by teachers to help direct your child in their learning, to read stories and to support explanations further.
- Paper packs can be provided where children and parents/carers find the completion of tasks online a barrier.
- Teams sessions will be used in upper key stage 2 to support learning.

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?

Remote learning is compulsory and not voluntary. However, we are aware that you may come up against significant challenges when juggling home school with day to day work. Please talk to school if you are faced with any barriers, and we can support you to overcome them.

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

Staff in school keep a daily record of completion of learning tasks for every child. This record is kept centrally, so that staff can monitor engagement in learning and reach out to families when we can see there is disengagement. When monitoring, staff take into consideration that some families upload work at different times and on different days.

If school have tried repeatedly, to contact a family, with no response, we contact the Attendance officer for BCCET to support us in contacting families.

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:

Staff will respond to your child's work by either a recorded voice message or written feedback. Like in the classroom, your child may be asked to go back and improve or correct work, or they be asked a question to challenge their learning further.

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:

Pupils who are identified as having a special educational need or disability will be contacted directly by staff. It may be the class teacher, the SENCo, or a member of the senior leadership who get in touch. Where pupils are identified as able to access remote learning, support will be given through the learning that is set and teachers will reach out to families to support face to face learning. Teams will be used if this support is needed.

Regular communication with parents will be maintained throughout Remote Learning and adapted when needed.

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?

Individual isolating pupils will follow as closely as possible the arrangements as set out for whole classes or groups of pupils isolating above.